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MEDICAL COLLEGE OF GEORGIA CATALOG

Medical College of Georgia
Founded 1828
A Unit of The University System of Georgia
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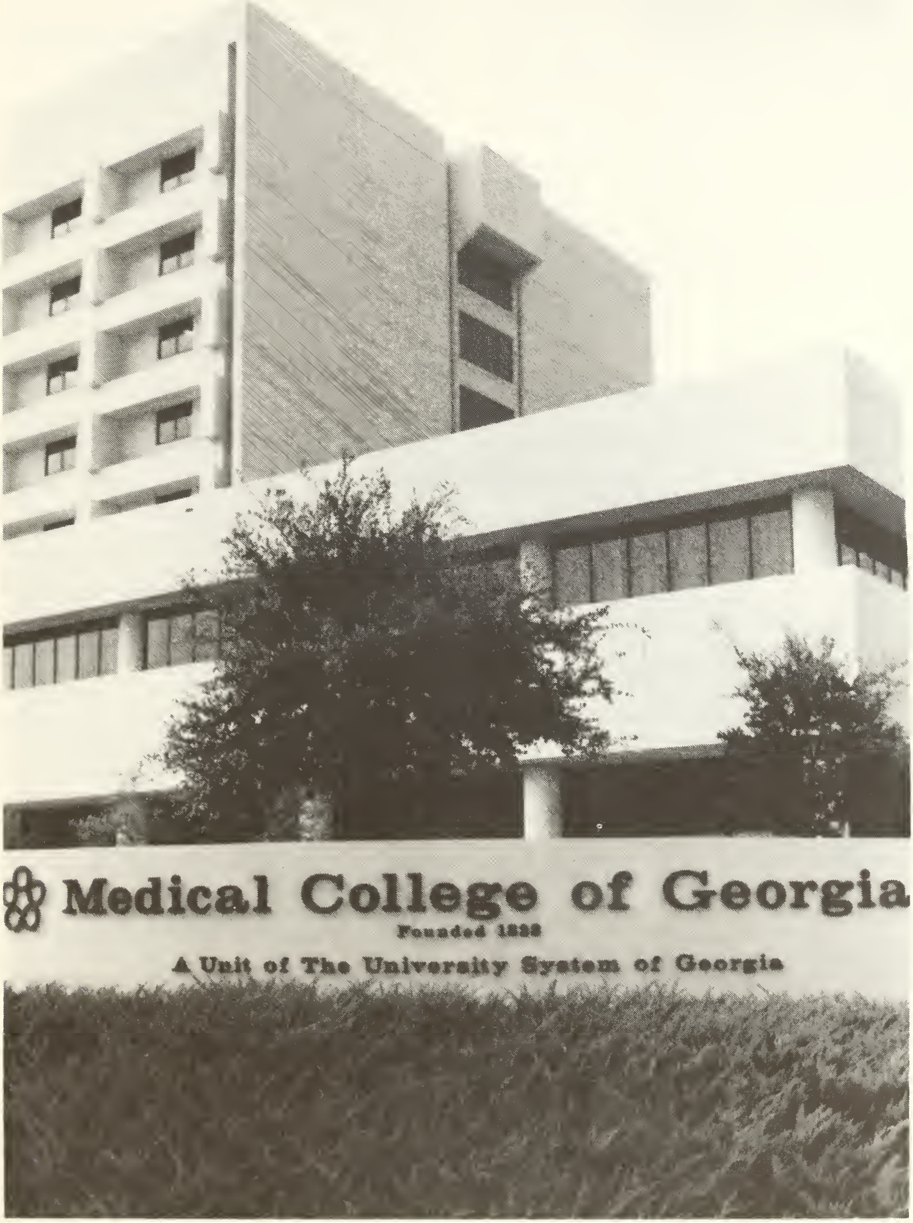
Medical College of Georgia
Founded 1828
A Unit of The University System of Georgia

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The Medical College of Georgia is an affirmative action/equal opportunity educational institution in that no person shall, on the grounds of sex, race, color, creed, national origin, or handicap be excluded from participation in, or be otherwise subjected to discrimination in any educational program, activity, or facility.

Medical College of Georgia/Augusta

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Introduction

This edition of the Medical College of Georgia **Catalog** provides some essential information about Georgia's primary health sciences university. Designed for those already a part of the MCG academic community as well as new and prospective students and faculty, the descriptive material will assist the reader in learning more about MCG — its character, heritage, objectives, academic programs, distinguished faculty, admissions and degree requirements and procedures to name just a few.

This **Catalog** also contains detailed descriptions of many of the courses of instruction and related information to assist those seeking a program that best meets their needs.

As this material is reviewed, it is hoped the reader will understand the importance and seriousness of the purpose at the Medical College of Georgia; namely, to provide sound, comprehensive academic and clinical programs that will help MCG's students become competent, qualified health professionals.

MCG shall continue to strive for a high degree of excellence in its educational programs, research, and ultimately in its ability to provide better health care for all mankind.

Institutional Purposes

— To provide health education and training for prospective practitioners, scientists and educators at the undergraduate, graduate, postgraduate and continuing education levels.

— To promote scholarly inquiry in the biological sciences and provide leadership in the generation of basic knowledge of human biology and behavior in health and disease.

— To exercise leadership in the development of new educational approaches for the health professions and in the application of new knowledge and technology.

The Augusta Community

Augusta offers a wide spectrum of cultural, social and recreational activities. Located near the huge Clark Hill Reservoir, the area provides a spot for water skiing, swimming, boat racing, camping, and other outdoor recreational activities. Augusta is famous for the Augusta National and the annual Masters Golf Tournament, the blue ribbon of all golfing events. Augusta has eleven other golf courses, in or near the city. In addition Augusta is located near Aiken, South Carolina, which has become a center for polo and other equestrian sports. The city is fortunate in having many associations dedicated to the performing and visual arts. Among these are the Augusta Opera Association, the only resident opera company in Georgia, The Augusta Ballet, an "Honor Company" nationally known for the high quality of its performances, The Augusta Players, The Augusta Children's Theatre, The Augusta Symphony, and the Augusta Art Association. Films, speakers and special events also are often sponsored by both Augusta College and Paine College.

The $18 million Augusta-Richmond County Civic Center seats 8,658 in the grand arena for concerts, sporting events and a wide variety of other entertainment and convention activities.

Augusta is one of the leading medical and paramedical centers of the Southeast and has a rapidly developing and diversified industrial community encompassing textile, food processing, chemicals, metal working, pulp and paper and paper related products. The area also offers good shopping opportunities which includes two large shopping malls.

The Medical College of Georgia Student Government Association sponsors a full calendar of activities as well as providing tennis courses, a putting green, and indoor recreation (pool tables, ping pong, weight room, sauna, pottery room, dark room, etc.). Faculty and students may also play golf at the nearby 18 hole Forest Hills Golf Course. Students play at a special reduced rate.

The University System of Georgia

The University System of Georgia includes all state-operated institutions of higher education in Georgia — 4 universities, 14 senior colleges, 15 junior colleges, These 33 public institutions are located throughout the state.

A 15-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board members — five from the state-at-large and one from each of the state's 10 Congressional Districts — are made by the Governor, subject to confirmation by the State Senate. The regular term of Board members is seven years.

The Chairperson, The Vice Chairperson, and other officers of the Board are elected by the members of the Board. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System.

The overall programs and services of the University System are offered through three major components: Instruction; Public Service/Continuing Education; Research.

Instruction consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level, and certificates.

Requirements for admission of students to instructional programs at each institution are determined pursuant to policies of the Board of Regents, by the institution. The Board establishes minimum academic standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed in all cases to the institutions.

A Core Curriculum, consisting of freshman and sophomore years of study for students whose educational goal of study for students whose educational goal is a degree beyond the associate level, is in effect at the universities, senior colleges, and junior colleges. This Curriculum requires 90 quarter-credit hours, including 60 in general education — humanities, mathematics and natural sciences, and social sciences — and 30 in the student's chosen major area of study. It facilitates the transfer of freshman and sophomore degree credits within the University System.

Instruction is conducted by all institutions.

Public Service/Continuing Education consists of non-degree-credit courses.

The non-degree activities are of several types, such as short courses, seminars, conferences, lectures, and consultative and advisory services, in a large number of areas of interest. These activities, typically of short duration, are designed by each institution to meet special educational, informational, and cultural needs of the people of the service area of that institution.

Non-degree public service/continuing education is conducted by all institutions.

Typical college-degree-credit public service/continuing education courses are those offered through extension center programs and teacher education consortiums.

Research encompasses investigations conducted primarily for discovery and application of knowledge. These investigations include clearly defined projects in some cases, non-programmatic activities in other cases. They are conducted on campuses and at many off-campus locations.

The research investigations cover a large number and a large variety of matters related to the educational objectives of the institutions and to general societal needs.

Most of the research is conducted through the universities; however, some of it is conducted through several of the senior colleges.

The policies of the Board of Regents for the government, management, and control of the University System and the administrative actions of the Chancellor provide autonomy of high degree for each institution. The executive head of each institution is the President, whose election is recommended by the Chancellor and approved by the Board.

The University System Advisory Council, with 34 committees, engenders continual Systemwide dialogue on major academic and administrative matters of all types. It also makes recommendations to the Chancellor, for transmittal to the Board of Regents as appropriate, regarding academic and administrative aspects of operation of the System.

The Advisory Council consists of the Chancellor, the Vice Chancellor, and all Presidents as voting members; and it includes other officials and staff members of the institutions as non-voting members. The Advisory Council's 21 academic committees and 13 administrative committees are made up of representatives from the institutions. The committees dealing with matters of University Systemwide application include, typically, at least one member from each institution.

State appropriations for the University System are requested by, and are made to, the Board of Regents. Allocations of the appropriations are made by the Board.

Matriculation fees and nonresident tuition fees for students at all institutions are established by the Board of Regents. Matriculation fees are paid by all students; matriculation fees and nonresident tuition fees are paid by out-of-state students.

Institutions of the University System of Georgia

h — On-Campus Student Housing Facilities
Degrees Awarded: A — Associate; B — Bachelor's; J — Juris Doctor; M — Master's; S — Specialist in Education; D — Doctor's; cD — Doctorate offered in cooperation with a university system university, with degree awarded by the university.

Universities

Athens 30602
  University of Georgia — h; A,B,J,M,S,D,
Atlanta 30332
  Georgia Institute of Technology — h; A,B,M,D,
Atlanta 30303
  Georgia State University — A,B,M,S,D,J
Augusta 30192
  Medical College of Georgia — h; A,B,M,D

Senior Colleges

Albany 31075
  Albany State College — h; B,M
Americus 31709
  Georgia Southwestern College — h; A,B,M,S
Augusta 30910
  Augusta College — A,B,M,cD
Carrollton 30118
  West Georgia College — h; A,B,M,S,cD
Columbus 31993
  Columbus College — A,B,M,S,cD
Dahlonega 30597
  North Georgia College — h; A,B,M
Fort Valley 31030
  Fort Valley State College — h; A,B,M
Marietta 30061
  Kennesaw College — A,B,M
Marietta 30060
  Southern Technical Institute — h; A,B
Milledgeville 31061
  Georgia College — h; A,B,M,S
Savannah 31406
  Armstrong State College — A,B,M,S
Savannah 31404
  Savannah State College — h; A,B,M
Statesboro 30460
  Georgia Southern College — h; A,B,M,S,cD
Valdosta 31601
  Valdosta State College — h; A,B,M,S,cD

Junior Colleges
Albany 31707
Albany Junior College — A
Atlanta 30310
Atlanta Junior College — A
Bainbridge 31717
Bainbridge Junior College — A
Barnesville 30204
Gordon Junior College — h; A
Brunswick 31523
Brunswick Junior College — A
Cochran 31014
Middle Georgia College — h; A
Dalton 30720
Dalton Junior College — A
Douglas 31533
South Georgia College — h; A
Gainesville 30403
Gainesville Junior College — A
Macon 31297
Macon Junior College — A
Morrow 30260
Clayton Junior College — A
Rome 30161
Floyd Junior College — A
Swainsboro 30401
Emanuel County Junior College — A
Tifton 31793
Abraham Baldwin Agri. College — h; A
Waycross 31501
Waycross Junior College — A

University System of Georgia
244 Washington Street, S.W.
Atlanta, Georgia 30334

Dalton
Dahlonega
Locations of Universities and Colleges
Gainesville
Rome
Athens
Marietta
Atlanta
Carrollton
Morrow
Augusta
Barnesville
Milledgeville
Macon
Swainsboro
Columbus
Fort Valley
Statesboro
Cochran
Savannah
Americus
Albany
Tifton
Douglas
Brunswick
Waycross
Bainbridge
Valdosta

Degrees Offered

The following degrees and certificates are granted by the college through its schools:

School of Medicine
Doctor of Medicine.

School of Dentistry
Doctor of Dental Medicine.

School of Graduate Studies
Doctor of Philosophy.
Master of Science.
Master of Health Education.
Master of Science in Medical Illustration.
Master of Science in Nursing.

School of Nursing
Bachelor of Science in Nursing.

School of Allied Health Sciences
Associated Dental Sciences:
- Bachelor of Science in Dental Hygiene.
- Associate in Science in Dental Hygiene.
- Associate in Science in Dental Laboratory Technology.

Medical Record Administration—Bachelor of Science.
Medical Technology—Bachelor of Science.
Occupational Therapy—Bachelor of Science.
Occupational Therapy Assistant—Associate in Science.
Physician Assistant—Bachelor of Science.
Physical Therapy—Bachelor of Science.
Physical Therapist Assistant—Associate in Science.
Radiologic Technologies:
- Bachelor of Science in Diagnostic Medical Sonography
- Bachelor of Science in Radiologic Technology.
- Bachelor of Science in Nuclear Medicine Technology.
- Associate in Science in Nuclear Medicine Technology.
- Associate in Science in Radiologic Technology.

- Associate in Science in Radiation Therapy Technology.
- Certificate in Diagnostic Medical Sonography.
- Certificate in Nuclear Medicine Technology.
- Certificate in Radiation Therapy Technology.

Respiratory Therapy:

- Bachelor of Science.
- Associate in Science.

Concurrent Degrees:

School of Graduate Studies — School of Medicine.

Doctor of Philosophy—Doctor of Medicine.

Master of Science—Doctor of Medicine.

School of Graduate Studies — School of Dentistry.

Master of Science—Doctor of Dental Medicine.

A History of the Medical College of Georgia

The Medical College of Georgia in Augusta is the Health Sciences University of the University System of Georgia. In 1950 there was one school, the School of Medicine, founded in 1828. The School of Medicine is the eleventh oldest among existing medical schools in the United States. Today, there are four additional schools; Graduate Studies, which awarded Master's degrees for the first time in 1951, was established as a separate school by the Board of Regents in 1965; Nursing moved to Augusta from Athens in 1956; Dentistry was established by the Regents in 1965; and, Allied Health Sciences was established as a separate school in 1968, incorporating existing MCG programs, one of which had granted its first degrees in 1964.

The college has experienced rapid growth the past 40 years, during which time the campus physical plant has grown from just 3 buildings on little more than 45 acres of land to 74 buildings on approximately 78 acres of land today. And, construction or expansion of facilities planned over the next few years will continue that growth trend. Today, almost 5,729 faculty and staff personnel make the Medical College of Georgia the city of Augusta's largest single employer, and student enrollment, including interns and residents, is projects to be 2,357 for Fall 1985.

The beginnings of this medical center were somewhat less impressive than the present modern campus. The college was started in two borrowed rooms at the rear of Augusta's old City Hospital over 150 years ago, with its assets consisting of little more than the vision of its founders. It was in those early years that Drs. Milton Antony, Joseph Adams Eve, Lewis D. Ford, and later L. A. Dugas and Paul Eve, with the support of many Augusta citizens, began building the rich heritage that the Medical College now enjoys.

In 1833, members of the first graduating class received their doctor of medicine degrees. There were four students in that graduating class. In 1984, the college graduated a total of 673 health professionals in the allied health sciences, biomedical sciences, dentistry, medicine and nursing. Additionally, MCG provided graduate education for 357 interns and residents.

Even in the early days of the Medical College, changes came quickly. In 1835 the college moved into its first permanent home at the corner of Telfair and Sixth streets in Augusta. This building, now called the Old Medical College and presently operated as a garden center, was vacated by the college in 1913, when the institution moved to its present mid-city campus. Except for a brief interim during the Civil War, the Medical College has operated continuously since its founding.

From 1913 to 1950 the college experienced good times and bad. Faculty members as well as students were called to service in World Wars I and II. The college received varying accreditation ratings from the Council on Medical Education of the American Medical Association. There were fat years and there were lean years for State appropriations, and the depression did not spare the Medical College either. There were battles about the relocation of the college from Augusta to both Atlanta and Athens, and there were dynamic changes in curriculum. Also during this period, The University System of Georgia was established and the college celebrated its 100th anniversary.

In 1950 the Board of Regents of the University System made the Medical College an independent unit of the University System, and for the sixth time in 125 years the institution received a new name — Medical College of Georgia.

A vital resource of the Medical College's program is its over 500-bed teaching hospital and its various clinics. The founders of the college certainly could not have foreseen the rise of a great teaching hospital as part of the MCG medical complex known today. The MCG Hospital is the major referral center for the State; patients come to Augusta from throughout Georgia, and a dozen other states, because of MCG's rising reputation for the care of complex and difficult diseases.

The founders could not have anticipated the honors and recognition that would mark the college's first century and a half of service to the cause of health care, health education and research on behalf of the people of Georgia. There was worldwide acclaim when Dr. Virgil Sydenstricker uncovered evidence that led to the conquest of pellagra. Dr. W. L. Moss, another MCG physician, was responsible for developing knowledge that led to the now familiar grouping of blood into three basic types. Still another Medical College of Georgia researcher, Dr. W. F. Hamilton, developed instruments and techniques which were vital forerunners of present-day open heart surgery.

Other research scientists in recent years have made important contributions to the world's knowledge of cancer, cardiovascular disease, sickle cell anemia; and scored advances in freezing and preserving human organs in surgical techniques, and in the use of new dental materials.

MCG's commitment to quality education, research and patient care is even stronger today than in the past. As she has throughout her history, MCG will continue to fulfill her purposes and serve the people of Georgia throughout this century and into the next.

Facilities For Instruction

The college campus, situated in the approximate center of Augusta, is convenient to the downtown business district. The locations of the college's various facilities are shown on the campus map located in the back of this **Catalog.**

Research and Education Building

The Sanders Research and Education Building, with the William F. Hamilton wing, is a modern facility containing classrooms, basic science laboratories, faculty offices, one of the largest electron microscopy laboratories in the country, television services, and similar activities related to the instructional program. The Research and Education Building is the largest instructional building in the University System of Georgia with about 350,000 square feet of floor space. The building is used primarily for research and instruction in the basic medical sciences.

Medical College of Georgia Hospital and Clinics

The Medical College of Georgia Hospital and Clinics is a center of primary as well as specialty care, basic and clinical research, and medical education.

Services are wide-ranging, reflecting its role in the health care of Georgians

and the varied specialties of the medical faculty. Patients come not only from throughout Georgia and the Southeast but from foreign countries, as well, because of the special skills available.

MCG Hospital is the only state teaching hospital in Georgia and serves the five schools of the Medical College: Allied Health Sciences, Dentistry, Graduate Studies, Medicine, and Nursing.

Among the specialties available at MCG Hospital are a comprehensive pediatric program, including intensive care for newborns and critically ill and injured adolescents; open heart surgery; special care for high-risk mothers; kidney transplant surgery; and an epilepsy diagnosis and surgery program. MCG Hospital is also a Regional Trauma Center, providing special care for patients with multiple critical injuries.

MCG Hospital operates over 500 beds. Close to 17,000 patients are admitted annually, with another 200,000 patient visits a year in its Emergency Services and 80 outpatient clinics.

Physicians and dentists who are faculty members of the Medical College of Goergia are eligible for membership on the hospital's active medical staff.

Outpatient Clinic Building

Space for many of the MCG Hospital's 80 primary, specialty and subspecialty clinics is located in the Outpatient Clinic Building on Laney-Walker Boulevard. The three-story building, connected with the hospital by a crosswalk, also houses the out-patient pharmacy and various administrative offices.

The School of Dentistry Building

This facility is one of the most modern and effectively designed buildings for dental education in the United States. The building contains operatories, laboratories, clinics, classrooms, seminar rooms and faculty offices geared toward the clinical education of dental students and research in clinical dentistry and the basic dental sciences.

Library

The library is a modern two-story building completed in 1980.

First Floor Services include circulation, reference, audiovisuals, collection development, photocopy, online bibliographic searching, and computer-assisted instruction. Collections on the first floor include currently received journals, indexes and abstracts, reference books, student reserves, and audiovisuals. An extensive audiovisual viewing area, microcomputer laboratory, and typing rooms are also available.

Second Floor Services include interlibrary loan and special collections. The collections housed here are bound journals, circulating books, and institutional and historical publications.

Library instruction programs are offered through Reference Services of the Library. Library cards are available through the Circulation Services Department.

Individual carrels, small group study rooms, seminar rooms, and conference rooms are scattered throughout the building.

Approximately 1,700 current journal titles are received annually. The overall collection of books, journals and audiovisuals consists of over 115,000 volumes.

The Georgia War Veteran's Nursing Home

The GWVNH is located adjacent to the main MCG campus and is administered under the auspices of the Medical College. The GWVNH is a facility of the Veterans' Service Board of Georgia, a State agency. The home contains 192 beds for nursing home care with some inhouse medical services provided through the Medical College of Georgia.

The GWVNH is involved in the educational process by providing clinical experiences for medical and nursing students, occupational and physical therapy students, and students in the physician assistant program. In addition, the Medical Director of the Nursing Home directs a program to train Family Practice residents in long-term care of the elderly.

Other Instructional Facilities

Other facilities used in the instructional program and containing classrooms, labs and/or clinics include the Family Practice Center, Dermatology Clinic, Children and Youth Clinics, the Milton Antony Complex's Jennings Wing and MT-OT wing, the Murphey Building, the Sickle Cell Center, and the Radiation Therapy Center.

Administrative and Service Facilities

Major facilities which are used primarily for administrative and service purposes include:

- The G. Lombard Kelly Building, which contains offices for the President, Vice-Presidents for Academic Affairs, Business and Finance, and Clinical Affairs, Dean of Medicine, Dean and Associate Dean of Allied Health Sciences, business affairs offices, the Registrar's office, undergraduate admissions, financial aid, Research Administration and Educational Research and Development.
- The School of Nursing Building, which houses the Dean and other School of Nursing faculty and staff.
- The Pavilion, which houses some departments in the School of Allied Health Sciences, School of Medicine, and the MCG Hospital.
- The Student Center which houses student government offices, a cafeteria, the book store, student lounges and recreational facilities, the Director of Student Affairs and other student affairs administrative staff.

Computer Facilities

Faculty and students have access to a variety of modern computer systems and services. MCG is a member of the University System Computer Network, and thereby has access through interactive and batch terminals to a CDC Cyber 170/750 located on the University of Georgia campus. For special needs, the use of other computer facilities at the University of Georgia, Georgia State and Georgia Tech can also be arranged through the Network. These facilities provide a wide range of software for research and educational use.

Over 20 microcomputers are available in the MCG Library for use by students and faculty both on a walk-in and scheduled basis. Also, several microcomputers and terminals are available in Research and Educational Computing (Bldg. CI) for special uses, including training, demonstrations, and CYBER access. Minicomputers are located in various research laboratories on campus; some are available on request for temporary or experimental use. A VAX 11/750 is available to support local research data bases, statistics classes, graphics, and special (BME) data analysis.

The Department of Health Systems & Computing Sciences provides a full range of consultative and support services for faculty, students and staff wishing to make use of these facilities for research and instruction.

Two IBM 4341s and two Datapoint ARCNets support hospital and college information systems. These facilities are under the direction of the Division of Information Systems Management.

Accessibility to Handicapped

The Medical College of Georgia's physical facilities and institutional programs have been modified in accordance with Federal Law and regulations to allow equally effective access by handicapped persons, to include public restrooms, ramps and curb cuts for persons confined to wheelchairs, and similar structural changes. Special services may be made available on a reasonable basis in accordance with reported needs of individual handicapped students.

Further information on handicapped programs and facilities is available from the Office of Undergraduate Admissions.

Major Augusta Area Hospitals

MCG enjoys affiliation and/or clinical agreements with the following hospitals in the Augusta area. MCG students receive clinical experience in these and other hospitals and clinics throughout Georgia and the United States as a regular aspect of their educational program. Additional information on the hospitals and clinics that have current formal affiliation and/or clinical agreements with various programs in the Schools of Allied Health Science, Dentistry, Medicine, and Nursing can be obtained from the Dean's office of the appropriate school.

The Veterans Administration Medical Center

The Veterans Administration Medical Center consists of two divisions: the Uptown Division, a 600-bed neuropsychiatric hospital; and the new Downtown Division, a 410-bed general medical and surgical hospital located adjacent to the MCG Hospital with a connecting walkway allowing easy access.

The VAMC provides excellent facilities for the clinical training of MCG students and housestaff. Full-time faculty supervise patient care and student educational programs in both required and elective areas. The VAMC is a member of the College Affiliated Hospital Program.

University Hospital

University Hospital is a community hospital, operated under the Richmond County Hospital Authority. Prior to the opening of the MCG Hospital, it was for years the primary teaching hospital for the Medical School. Immediately adjacent to MCG, it is a well equipped 690-bed hospital with a mixture of private (approximately 75%) and teaching service patients; it also includes the major general emergency room in the area.

University Hospital is used for clinical education of MCG students and as a member of the College Affiliated Hospitals Program, it provides housestaff training in several medical specialities. A nucleus of full-time faculty at University Hospital working with private physicians and the MCG Hospital staff provide the supervision and teaching program.

Dwight David Eisenhower Army Medical Center

The Eisenhower Medical Center at Fort Gordon, Georgia, on the outskirts of Augusta, is a 447-bed Army teaching hospital. It is a tertiary care referral center for the Southeastern United States, Caribbean, and Canal Zone. MCG students, under the direction of MCG faculty, use the clinical facilities of Eisenhower Medical Center for various educational programs. In addition, residents in the training programs there may take clinical rotations in the Medical College of Georgia teaching hospitals.

Georgia Regional Hospital

Georgia Regional is a State regional psychiatric hospital designed to treat children and adolescents, adults and geriatric patients. The hospital also has an alcohol and drug abuse unit. This modern, 270-bed hospital has affiliation with the MCG School of Medicine Department of Psychiatry and Health Behavior and the Schools of Allied Health Sciences and Nursing to provide clinical training for students and medical residents. Nonpsychiatric health care of Georgia Regional patients is also provided by the Medical College of Georgia.

Gracewood State School and Hospital

Gracewood is the State school and hospital for the mentally retarded, and is dedicated to nurturing the dignity,health and development of the mentally retarded who require residential care. The facility serves all age levels and provides broad services for care, treatment and training. The residential units accomodate an optimum of 1,000 residents. Students in medicine, dentistry, nursing and allied health sciences receive clinical training and/or provide care at Gracewood under the direction of resident faculty.

St. Joseph Hospital

St. Joseph's is operated by the Sisters of St. Joseph of Carondelet as a 235-bed, general hospital opened in 1952. The hospital has experienced several expansions in response to community needs. Students from programs in nursing and the allied health sciences may receive clinical rotations and/or other clinical experience in this hospital, which is located near the MCG campus.

Humana Hospital

This is a private, general acute care hospital located in West Richmond County. Human Hospital first opened its doors in mid-1973 and currently operates 301 beds. MCG nursing and allied health students may receive clinical experience at this hospital, while medical student rotations under private physician preceptors are also offered.

Accreditation

The Medical College of Georgia is accredited by the Southern Association of Colleges and Schools. Accreditation information on individual programs is presented in each program's section of this *Catalog*.

Admission Requirements

Admission requirements and application procedures, including information pertaining to application forms, personal interviews and pre-entrance testing, are listed within each school's section of this Catalog. *The most up-to-date information can be obtained from the Office of Undergraduate Admissions (programs in Allied Health Sciences and Nursing), the School of Graduate Studies, or the Office of Student Affairs (Medicine and Dentistry).*

The college is an affirmative action/ equal opportunity educational institution in that no person shall, on the grounds of sex, race, color, creed, religion, age, national origin, or handicap be excluded from participation in, or be otherwise subjected to discrimination in any educational program, activity, or facility.

The Medical College of Georgia is committed to an effective affirmative action policy. The Medical College strives to recruit, admit, and educate a cross-section of qualified men and women representing the socio-economic, racial and cultural diversity of Georgia. This commitment is in keeping with our moral, legal, and social responsibility and with the highest ideals and principles of American higher education.

Transfer Credit

A maximum of 100 academic quarter hours from a junior college, or 145 hours from a senior college or other educational institution may be transferred into an undergraduate program. (See the "Scholarship" statement under Graduation Requirements.)

Courses and credits transferable to an undergraduate program from other colleges or universities must have a grade point average acceptable to the college, but in no case less than 2.00 overall for courses transferred. Credit will not be granted for remedial courses or other courses that are basically of a secondary school level. Individual schools/programs may have higher standards for transfer credit, in which case those standards shall apply.

At the discretion of the appropriate academic dean, a student transferring into professional programs from any institution may be required to have professional course work validated by standardized examinations in order to gain advanced standing and receive college credit for such course work. An application will not be considered from a student who is not in good standing at the institution he or she has attended previously, unless officials at the last institution he/she has attended recommend consideration of the application.

An applicant who wishes to transfer to the college must submit official transcripts of all course work attempted from the registrar at every institution of higher education at which he/she has ever enrolled. Transcripts sent by the applicant or transcripts without an offical seal and registrar's signature will not be accepted.

The total number of hours that may be earned toward a degree by either extension or correspondence courses, or both, shall not exceed one-fourth of the total credit hours required for a degree. Credit from correspondence courses and/or extension courses are subject to validation to the satisfaction of the dean of the school concerned.

Any credit which is more than ten years old is subject to validation to the satisfaction of the dean of the school concerned. Credits from institutions that are not part of the University System of Georgia or are not accredited by a regional accrediting association are subject to validation to the satisfaciton of the dean of the school concerned.

Technical Standards

Qualification for admission to, and graduation from, any school of the Medical College of Georgia requires satisfaction of the following general technical standards:

1. sufficient intellectual capacity to fulfill the curricular requirements.
2. ability to effect multi-modal communication with patients, colleagues, instructors and/or other members of the health care community.
3. physical ability to learn and implement the various technical skills required by the faculty.
4. sufficient emotional stability to withstand the stress, uncertainties and changing circumstances that characterize the respective health care profession.

Standards have been developed for individual programs for evaluation of prospective and enrolled students. These standards are admissions and graduation guidelines and are subject to continuing revision and improvement.

Readmission of Former Students

Former students of the School of Allied Health Sciences of the School of Nursing who wish to return to the same program previously attended may contact the Registrar concerning readmission procedures. Other former students seeking readmission should contact the appropriate admissions office.

College-Level Examination Program (CLEP)

The Medical College of Georgia may award credit to students who successfully pass this test in applicable academic fields, in accordance with the CLEP policy available in the Office of Undergraduate Admissions.

Transient Students

A student who has taken work in a college or university may apply for temporary registration at the Medical College of Georgia as a transient student. Such a student will ordinarily be one who expects to return to the college or university in which he or she was previously enrolled.

Since the Medical College's primary obligation is to its regularly enrolled students, MCG will consider the acceptance of transient students only when space is available. Specific application information is available from the Office of Undergraduate Admissions. Medical and dental courses are not available to transient students.

Full-time Employees

Full-time employees of the Medical College of Georgia who apply to enroll as students at the Medical College are expected to secure the permission of their immediate supervisors. Employees working in any of the five schools are required to obtain the permission of their Department Chairman, as appropriate, and of their Dean.

Enrollment of Persons 62 Years of Age or Older

Pursuant to the provisions of an amendment to the Georgia Constitution adopted on November 2, 1976, the Board of Regents has established the following rules with respect to enrollment of persons 62 years of age or older in units of the University System. To be eligible for enrollment under provisions of this amendment such persons:

1. Must be residents of Georgia, 62 years of age or older at the time of registration, and must present a birth certificate or other comparable written documentation of age to enable the Registrar to determine eligibility.
2. May enroll as regular or auditing students in courses offered for resident credit on a "space available" basis without payment of fees, except for supplies, laboratory or shop fees.
3. Must in general meet all System and institution undergraduate or graduate admission reuqirements to include high school graduation, SAT scores, and Special Studies, if enrolling for credit. Institutions may exercise discretion in exceptional cases where circumstances indicate that certain requirements such as high school graduation and SAT score requirements are inappropriate. In those instances involving discretionary admission, institutions will provide diagnostic methods to determine whether or not participation in Special Studies will be required prior to enrollment in regular credit courses. Reasonable prerequisites may be required in certain courses.
4. Will have all usual student and institutional records maintained; however, institutions will not report such students for budgetary purposes.
5. Must meet all System, Institution, and Legislated degree requirements such as Regents' Test, Major Area Exam and History and Constitution Instruction or Exams, if they are degree-seeking students.
6. May not enroll in Dental, Medical, Veterinary, or Law Schools under the provisions of this policy. (Minutes, 1976-77, pp. 255-256, pp. 443-444)

Foreign Student Requirements

Foreign applicants to the Schools of Allied Health and Nursing must provide certain preliminary admissions information before a formal application can be considered. Scores on the Test of English as a Foreign Language (TOEFL — 500 minimum) and the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board must be submitted, together with an estimate of the total amount of money which the student can apply toward his education for the upcoming year. Address all inquiries to the Office of Undergraduate Admissions, Administration Building — Room 170, Medical College of Georgia, Augusta, Georgia 30192. Foreign applicant information for the School of Graduate Studies is printed in the Graduate Studies section of this Catalog. Foreign students without U.S. permanent resident status are discouraged from applying to the Schools of Medicine and Dentistry.

General Education Courses

Augusta College, a sister institution within the University System of Georgia, has been designated to offer selected courses in general education for students registered at the Augusta campus, Medical College of Georgia. Credits and grades for such courses are accepted by the college directly from Augusta College as though the courses were taught on the MCG campus. The student must be registered at MCG while taking the courses, and all courses taken must receive advanced approval of the academic dean. A similar arrangement exists for the School of Nursing, Athens (SONAT) students with the University of Georgia.

Academic Regulations

Units of Credit

The unit of credit is the quarter hour. A quarter hour equals 55 minutes of class work per week for one quarter, or its equivalent in other forms of instruction. Credit given for particular courses is as stated in the course listings of this **Catalog**, or as defined at the time of registration by the various schools.

Course Numbering System

The college offers courses numbered 100 to 299 to students in the lower division of undergraduate schools, and courses numbered 300 to 499 to students in the upper division of undergraduate schools. Graduate courses are numbered from 600 to 999. Certain courses are offered to undergraduate, graduate and professional students jointly. Such courses are numbered appropriately for each class and degree program.

Courses in the Schools of Medicine and Dentistry are numbered from 500 to 599. Developmental and remedial courses, which do not carry academic credit for graduation purposes, have course numbers of 099 and below.

Classification of Students

The classification under which a student registers at the beginning of each academic quarter will continue throughout the academic quarter.

Undergraduate students are classified as follows:

Classification	Hours Earned
Freshmen	less than 45
Sophomore	at least 45
Junior	at least 90
Senior	at least 135

Grades

The Medical College of Georgia is on the 4.0 grade point average system. The following grades are approved for use in the Medical College of Georgia and are included in the determination of the grade point average:

Grade	Description	Grade Points
A	excellent	4.0
B	good	3.0
C	satisfactory	2.0
D	passing*	1.0
F	failure	0.0
WF	withdrew, failing	0.0

The following symbols are approved for use in the cases indicated, but will not be included in the determination of the grade point average.

I — This symbol indicates that a student was doing satisfactory work but, for non-academic reasons beyond his control, was unable to meet the full requirements of the course. The requirements for removal of an "I" are left to the respective schools; however if a school does not designate a shorter time period, an "I" not satisfactorily removed after three quarters in residence will be changed to the grade of "F" by the Registrar.

W — This symbol indicates that a student was permitted to withdraw without penalty. Any student who withdraws on or before midterm will receive a "W". Withdrawals without penalty will not be permitted after the mid-point of the total grading period (including final examinations) except in cases of hardship as determined by the appropriate academic dean.

S** — This symbol indicates that credit has been given for completion of degree requirements other than academic course work. The use of this symbol is approved only for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs.

U** — This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. The use of this symbol is approved only for dissertation and thesis hours, student teaching, clinical practicum, internship and proficiency requirements in graduate programs.

V — This symbol indicates that a student was given permission to audit this course. Students may not transfer from audit to credit status or vice versa.

K — This symbol indicates that a student was given credit for the course via a credit by examination program approved by the respective school's faculty. (CLEP, AP, Proficiency, etc.).

*Some curricula do not recognize the D as acceptable for meeting graduation requirements. See School/Program sections for these higher requirements.

**Use of this symbol to grade regular academic course work must have the prior permission of the President and Chancellor.

Grade Changes

Any grade recorded by the Registrar will be changed in accordance with MCG and Regent's grading policies upon receipt from the instructor of a completed Grade Change Report form. Forms are available from the Registrar.

Repeated Course Work

By registering for a course for which credit has already been received, a student forfeits credit toward graduation in the previous course. The final grade for graduation purposes will be the grade in the repeated course; however, all hours attempted and grades earned will appear on the transcript and be used in computing the grade point average.

Registration

Registration for Augusta campus courses must be completed on the dates stated in the academic calendar.

Registration procedures are the responsibility of the Registrar. Notification of these procedures and any changes in the academic calendars will be sent to students at the appropriate time.

Adding and Dropping Courses

Additions to a student's course schedule will not be allowed after the deadline for adding courses set forth in the academic calendar of the institution offering the course.

A course may be dropped without penalty up to the midterm date set forth in the academic calendar. Following this deadline, a student dropping a course will receive a "WF" (Withdrew Failing), except in cases of hardship as determined by the appropriate academic dean. "WF" grades will be treated as "F" grades for grade point calculations.

Courses may only be added or dropped by following procedures established by the Registrar. The refund of matriculation fees is limited to withdrawal from the institution and not for dropping of individual courses.

Late Registration Policy

1. Students failing to register by the last date of regular registration for their school or program, to include payment of fees, shall be permitted to register during the time designated for late registration. However, a late fee of $25 shall be assessed for any student registering during the late registration period.
2. In keeping with Board of Regents policy, registration fees are due and payable at the time of registration. The student cannot be enrolled until all registration and other fees are paid in full.

3. No student shall be permitted to register after the last date of late registration, except in cases of unusual circumstances as judged by the President of the Medical College of Georgia. In such cases, the student shall be required to pay the late registration fee in addition to the regular registration fees.

While reasonable efforts shall be made to inform students of registration dates and any changes in the dates published in the **Catalog**, *it is the student's responsibility to keep apprised of such changes.*

Auditors

Regularly enrolled MCG students may register for courses as auditors. No academic credit shall be awarded to students enrolled on this basis. After the last day for registration, no changes from an audit basis to credit or from credit to audit will be permitted. Students auditing courses will be required to pay the regular fees for enrollment. (See the "Fees" section of this **Catalog.**)

Attendance

Regular, punctual attendance is expected of students in all classes, and is counted from the first class meeting each term. Students who incur an excessive number of absences are subject to academic penalty.

Specific attendance requirements may be established by individual schools/ programs.

Professional Liability Insurance

Students in the health professions are required to participate in various clinical learning experiences as a prerequisite to successful completion of programs of study. Many of the clinical facilities where these learning experiences take place will accept only students who are covered by professional liability insurance. Students may contact the office of the dean of the MCG school in which they expect to enroll for information on the availability and cost of such coverage.

Academic Honesty

The College recognizes honesty and integrity as being necessary to the academic function of the institution. Regulations promulgated in the interest of protecting the equity and validity of the College's grades and degrees and to assist students in developing standards and attitudes appropriate to academic life are contained in the **Student Handbook** or in school honor codes.

Dean's List

To recognize superior academic performance among undergraduates, a Dean's List is compiled quarterly. The achievement of each student who qualifies is acknowledged and noted on the student's permanent record. To qualify for the Dean's List, a student must have attempted 12 or more hours of graded academic work in a quarter and have achieved a grade point average of at least 3.50. For students with Incompletes, Dean's List computations will not be made until a grade is determined.

Dean's List qualifications for the School of Dentistry are stated in the School's section of this **Catalog.**

Graduation with Honors

MCG awards undergraduate degrees with honors to candidates who meet specified standards of academic excellence as measured by the grade point average. In order to be considered for a degree with honors, a student must have completed a minimum of 90 quarter hours in residence; and only work taken in residence will be considered. The honors grade point average is computed on all course work taken in residence credit* beginning with the quarter of initial enrollment. The standards are as follows:

Summa cum laude	3.90
Magna cum laude	3.70
Cum laude	3.50

Grade point averages will be rounded to the nearest hundredth to determine eligibility.

This distinction of high academic achievement is placed on the student's diploma and is noted on the permanent record.

Normal Course Load

The normal course load may vary with the degree program. Students may be required to register for a course load less than the normal course load if this action is determined to be advisable in the light of the student's academic standing or for other reasons. An undergraduate or Graduate Studies student who in any quarter registers for less than 12 quarter hours is considered a part-time student; a student who registers for 12 or more hours is considered a full-time student. No student of the Schools of Allied Health Science, Graduate Studies or Nursing may register without special approval from his/her dean for more than 20 quarter hours (including audit courses) in any given academic quarter.

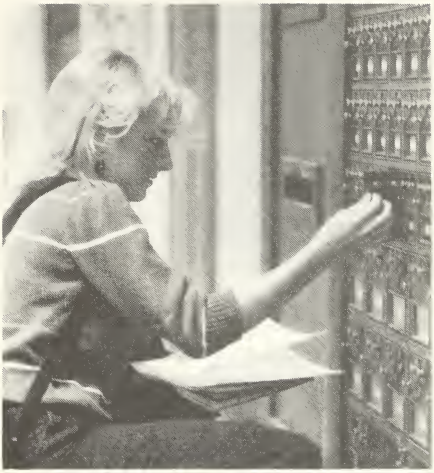
The School of Medicine

The School of Medicine does not admit students on a part-time basis. Students may, with appropriate approval, carry lesser academic loads than other students because of academic or scheduling problems. However, these students are considered to be committed to full-time pursuit of the M.D. degree.

The School of Dentistry

All DMD degree-seeking students are considered to be full-time and are expected to devote full-time efforts toward completing requirements for the degree. Most students complete the program in four calendar years and take a uniform quarterly course schedule. Other students may, with special permission, complete the degree program in more than four years and take a variable quarterly course load designed to meet their academic or scheduling circumstances.

The only exception to this rule is for part-time faculty who may be allowed to register as part-time students in order to complete the DMD degree. A limited number of special students, who are not degree-seeking, may also be permitted to enroll part-time.



Planning the Academic Program

The academic program of each student should be planned in consultation with the academic advisor, major professor, or other person as designated by the dean of the school concerned; however, the student is ultimately responsible for meeting all graduation requirements for the degree sought.

Withdrawal from the College

A student who wishes to withdraw must report to the Registrar to obtain and complete procedures outlined in the Withdrawal Form.

A student who is not enrolled for four (4) consecutive quarters will be administratively withdrawn from the College.

(See section on "Refund of Fees.")

Examinations

A student may be required to perform acceptably on any examination before graduation as deemed appropriate by the academic deans, president and/or Board of Regents.

Academic Probation, Dismissal and Suspension

The following policy applies to all undergraduate programs. Policies for graduate-level programs are stated under the appropriate school section of this **Catalog.**

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*Residence credit is defined as "courses taken for which matriculation/tuition fees are paid to the Medical College of Georgia."

Academic Probation

Any undergraduate student whose grade point average (GPA) for any quarter is below 2.0 (on a 4.0 scale) or whose cumulative MCG GPA is below 2.0 at the end of any quarter shall be considered on academic probation (subject to the provisions of the following dismissal and suspension policies). More stringent departmental probation standards may be applied.

Academic Dismissal

Academic dismissal is the involuntary separation from the College of a student who fails to maintain academic standards. Any undergraduate student shall be dismissed whenever he or she:

1. Receives a failing grade in all academic courses in any quarter in which the student attempts more than one academic course;
2. Fails to achieve and maintain at least a 1.80 cumulative GPA for all resident work after 45 hours and a 2.0 for all resident work at the end of any academic year thereafter;
3. Fails to achieve a quarterly GPA of at least 2.0 in the quarter immediately following his/her placement on probation.

Any student dismissed for academic reasons and seeking to be readmitted may reapply for the next regular admission date following standard application procedures.

Where circumstances warrant, a student dismissed under the provisions of this policy may be reinstated as a student on probation upon written authorization of the dean and subject to conditions of continuation established by the dean at the time of reinstatement.

Academic Suspension

Academic suspension differs from academic dismissal in that is implies a time period after which return to the program will be permitted. A student who has been suspended will be advised of any conditions necessary for reinstatement and will be permitted to re-enroll at the appropriate time after meeting these conditions.

Individual school/department policy may be established which dictates that an undergraduate student who fails to make at least a "C" in any course which is essential to further study in the curriculum of the program in which he/she is enrolled may be suspended. Where the course is essential to some but not all further study, the department may choose to offer the student a reduced academic load over an increased number of quarters to assist the student in completing the program of study.

Courses considered to be essential to further study should be identified for the student by the school/department at the time the student enters the program.

Good Standing and Satisfactory Progress

A student is considered to be in good standing and making satisfactory progress each quarter he or she is permitted to enroll as a degree-seeking student.

Regents Testing Program Examination

An examination to assess the competency level in reading and writing of all students enrolled in undergraduate degree programs in University System institutions shall be administered. The following statement shall be the policy of the Board of Regents of the University System of Georgia on this examination.

Each institution of the University System of Georgia shall assure the other institutions, and the System as a whole, that students obtaining a degree from that institution possess literacy competence, that is, certain minimum skills of reading and writing.

The Regents' Testing Program has been developed to help in the attainment of this goal. The objectives of the Testing Program are; (1) to provide Systemwide information on the status of student competence in the areas of reading and writing; and (2) to provide a uniform means of identifying those students who fail to attain the minimum levels of competence in the areas of reading and writing.

Passing the Regents' Test is defined as having passed all components of the Test by scoring above the cutoff score specified for each component. The Test may be administered either in its entirety or as one or more components depending on the needs of the students. If one component of the Test is passed, that component need not be retaken; this provision is retroactive to all students who have taken the Test in any form since the inception of the program.

The intent of this policy is that passing the Regent's Test occur before the end of the student's sophomore year, that is, before the completion of 105 hours of degree credit. Students who fail the Test must retake and pass the Test. Each institution shall provide an appropriate program of remediation and shall require deficient students to participate in that program prior to retaking the Test.

A student holding a baccalaureate or higher degree from a regionally accredited institution of higher education will not be required to complete the Regents' Test in order to recieve a degree from a University System institution.

In order to implement effectively the goals of the Testing Program, the following MCG Policy has been adopted:

1. Initially taking the test:
    - A. Associate or bachelor degree-seeking students must initially take the exam not later than the quarter after they complete 45 hours of degree credit. Transfer students entering associate or bachelor degree programs with 45 hours or more credit shall take the test their first quarter of enrollment at MCG.
    - B. Students who fail to initially take the test by the time specified in this policy must take the test the next quarter they are enrolled, or they will be suspended.
2. Required remedial coursework:
    - A. Students must have passed the Regents' Test before or during the quarter in which they will have earned 75 hours of degree credit, or they must take the appropriate non-degree credit course or courses in remedial reading and/or remedial writing in each quarter of attendance thereafter until they have passed all components of the Test.
    - B. Students must take the Regents' Test each quarter they take required remediation until all components of the Test are passed.
    - C. Students enrolled in Regents' Test remedial courses are required to attend. Failure to attend the course will result in suspension from MCG under these conditions:
        - 1) if the student receives more than two unexcused absences in the course, and
        - 2) if the student subsequently fails either or both parts of the Regents' Test, then:
            - a. the student will be placed on probation and enrolled the next quarter in the appropriate remedial course.
            - b. the student will be suspended if he or she receives more than two unexcused absences during this second remedial course, and again fails either or both parts of the test.
3. Students suspended under this policy may appeal or be reinstated in accordance with the same procedures applicable to academically suspended students (see "Academic Probation, Dismissal and Suspension" and "Appeals" sections of the MCG **Catalog**).
4. Having passed the Regents' Test shall not be a condition of transfer into a MCG school or department; however, all transferring students shall be subject to all provisions of this policy.

5. Students whose mother tongue is other than English may be exempted from taking the Regents' Test. Such students must have a TOEFL score of 500 or more, which certifies the literacy competence of these students.
6. For extraordinary situations, the institution shall develop special procedures for certifying the literacy competence of students. A written description of those procedures shall be submitted to the Chancellor for approval. A record of the action shall be reported by the Chancellor to the Education Committee of the Board of Regents. Such procedures shall include provision for remediation if needed and formal examination prior to certifying competency. Such examination shall equal or exceed the standards of the Regents' Testing Program.
7. A student may request a formal review of his/her failure on the essay component of the Regents' Test if that student's essay received at least one passing score among the three scores awarded **and** if the student has successfully completed the courses in English composition required by the Medical College. This review will be conducted in accordance with Board approved procedures. (See the "Procedure for the Review Process" section of the MCG **Catalog.**)
8. A student who fails both parts of the Regents' Test and who is required to participate in remediation shall be allowed to take the reading and essay portions of the test in separate quarters.

Stipulation Relating to Procedure for the Review Process — Regents' Testing Program

The Board of Regents approved the following procedures relating to a student's formal request for review of his/her failure on the essay component of the Regents' Test.

1. The review will be initiated at the campus level, with procedural matters to be determined by the institution. The on-campus review, however, will be conducted by the three (3) faculty members designated by the institution as a review panel.
2. The on-campus review panel may (1) sustain, by majority opinion, the essay's failing score, thus terminating the review process, or (2) recommend, by majority opinion, the re-scoring of the essay by the Regent's Testing program central office. The student will be notified concerning the results of the on-campus review.
3. If the on-campus panel recommends re-scoring of the essay, that recommendation will be transmitted in writing, along with a copy of the essay, to the office of the System's Director of the Regents' Testing Program. The Director will utilize the services of three (3) experienced Regents' essay scorers other than those involved in the original scoring of the essay to review the essay, following normal scoring procedures for the essay component of the Regents' Test. The decision of this panel on the merits of the essay will be final, thus terminating the review process. The student will be notified, through the institution, concerning the results of the review.

The review process will be initiated at the Medical College of Georgia by the student contacting the Registrar's Office and requesting that his/her essay be reviewed.

Educational Records

Official academic records are maintained by the Registrar. Access to these records is governed by the Family Educational Rights and Privacy Act of 1974, as amended. A listing of all students' educational records maintained by the institution is contained in the **Student Handbook** which is available from the Division of Student Affairs.

Curriculum Changes

The new knowledge continually emerging in the health sciences, changing concepts in the delivery of health care and consideration of certification and licensure requirements may necessitate changes in the curriculum of a given school. However, when such changes are anticipated or made after careful review and evaluation, full consideration will have been given to the impact these changes might have on the student's overall academic program during his or her period of matriculation. Consideration will also be given to the impact of any changes on the faculty and the institution as a whole.

Changes in Catalog Requirements

The statements set forth in this **Catalog** are for informational purposes only and should not be construed as the basis of a contract between a student and this institution.

While the provisions of this **Catalog** will ordinarily be applied as stated, the Medical College of Georgia reserves the right to change any provision listed in this **Catalog**, including but not limited to academic requirements for graduation, without actual notice to individual students. Reasonable effort will be made to keep students advised of any such changes. Information on changes will be available in the offices of the president, provost, academic deans, registrar, and student affairs. It is especially important that students note that it is their responsibility to keep themselves apprised of current graduation requirements for their particular degree program.

Requirements for Graduation

All financial obligations to the College must be met prior to graduation.

Requirements for Graduate, Medical and Dental Degrees

Requirements for graduate, medical and dental degrees are stated in this **Catalog** under the sections for the School of Medicine, School of Dentistry, and School of Graduate Studies.

Requirements for Associate and Baccalaureate Degrees

Requirements in addition to those listed below for associate and baccalaureate degrees are stated in this **Catalog** under the sections for the School of Allied Health Sciences and the School of Nursing.

1. **Recommendation by Faculty**
   It is implicit in the requirements for all degrees conferred by the College that the faculty of each school recommend each candidate for a degree as having met all requirements for the degree to be conferred.
2. **Residence Requirements**
   Every candidate for a baccalaureate or associate degree at the Medical College of Georgia must take a minimum of 45 quarter hours in residence.
3. **Total Credit Requirements**
   A minimum of 180 quarter hours (excluding physical education) is required for a baccalaureate degree, and a minimum of 90 quarter hours (exluding physical education) is required for an associate degree.
4. **Regents Testing Program Examination Requirement**
   The University System of Georgia requires that each student receiving an undergraduate degree from a state-supported college must have successfully completed this examination (see the section on the Regents Testing Program Examination in this **Catalog**).

5. **Examinations on the History and Constitutions of the United States and Georgia**
   Examinations on these subjects are required of all baccalaureate and associate degree students unless exempted by presentation of course credit dealing with these constitutions and histories. The examination will be given once each quarter on the dates listed in the latest academic calendar for the appropriate school. Students are advised to meet this requirement early in their academic career.
6. **Scholarship**
   An undergraduate degree shall not be conferred on any person whose overall grade point average (for courses in residence) is less than 2.0. Credit hours in courses with the grade of D shall not exceed 20 percent of the total hours (including transfer hours) used as credits for a degree. Individual curricula may establish higher standards for achievement, in which case, the higher standards shall apply.

Application for Graduation

Application for graduation must be made by each candidate on a form obtainable from the following offices:

Allied Health Sciences — Departments
Dentistry — Associate Dean for
  Academic Affairs
Graduate Studies — Dean
Medicine — Curriculum
Nursing — Advisement and Records

The application form should be completed at least 1½ quarters prior to time of graduation. The candidate for a degree from the College must attend the commencement exercise at which the degree is to be conferred, unless he/she is officially excused in writing by the appropriate academic dean.

Only those students who have completed requirements for the degree by the date of graduation will be allowed to participate in commencement exercises and to have their names listed in the program. For exceptions to this policy, refer to **Student Handbook.**

Food Services

The college provides a cafeteria in the Student Center and in the MCG Hospital. Hours of operation are published in the **Student Handbook,** which can be obtained from the Office of Student Affairs, Medical College of Georgia, Augusta, Georgia 30912.

Housing and Residence Life

The Medical College has limited residence hall and apartment accommodations on the campus for single undergraduates, single graduates and professional students and married students. All accommodations are air conditioned. Rent includes all utilities.

The housing rental agreements for Residences I, II and IV stipulate that tenants pay rent for a specified rental agreement period. Payments are made in quarterly installments, such that there are three installments made for the regular academic year rental agreement period, and one installment made for the summer rental agreement period. Students desiring to reside on-campus sign separate agreements for the regular year and summer. Quarterly installment payments are shown below.

An activity fee of $1 per quarter is assessed for Residence I, II, and IV residents.

Residence I & II (Single students)
Single Room $386.25 per quarter
Double Room $257.50

Residence IV (Single Graduate, Medical and Dental Students)
Double Room $299.50 per quarter

Residence V (Married Student Apartments)

One Bedroom $257.50 per month
Two Bedroom 283.50 per month

Deposits and Refunds

A security deposit is required. This deposit is retained by the college to cover the cost of any damage to rented facilities, and to ensure rental agreement obligations are met. The deposit will be refunded, less any deductions, as soon as possible after terminating housing.

Application Procedures and Information

Students accepted for admission to the College and interested in applying for on-campus housing should write the Housing and Residence Life Office, Residence II, Medical College of Georgia, Augusta, Georgia 30192.

Off-Campus Housing

Accepted students interested in housing off-campus should visit the off-campus housing office in Residence I for information about housing in the Augusta community.

Fees

Costs of materials, books, deposits, uniforms, instruments, and/or personal expenses are estimated in each school's section of the **Catalog.**

The following general fees must be RECIEVED by the Cashier's Office on or before registration day in order to avoid paying a $25.00 late registration fee. Payments can be personally delivered to the Cashier's Office, Room 224 of the Administration Building, or mailed to Medical College of Georgia, Cashier's Office, Augusta, Georgia 30912.

The late registration policy is published in the Academic Regulations Section of this **Catalog.**

Part-Time Students

(Graduate and Undergraduate students taking less than 12 credit hours)

Matriculation Fee $36 per credit hour
Non-Resident Fee $72 per credit hour.
(In addition to the Marticulation fee.)
Student Health[1] $40 per quarter
Student Activity[1] $17 per quarter

[1] Student Health and Student Activity fees are optional if taking 5 credit hours or less.

General Fees Due Each Quarter

Full-time Students

	Matriculation	Non-Resident	Student Health	Student Activity	Total
Medical and Dental					
Residents	$1,018		40	17	$1,075
Non-Residents	$1,018	2,036	40	17	$3,111
Graduate Program					
Residents	$ 424		40	17	$ 481
Non-Residents	$ 424	848	40	17	$1,329
Undergraduate Program					
Residents	$ 424		40	17	$ 481
Non-Residents	$ 424	848	40	17	$1,329

Medical and Dental Students Taking Variable Course Loads

Medical students enrolled in a special curriculum or for clinical rotations, and dental students enrolled for a quarterly schedule that varies from the prescribed four-year curricular schedule, shall pay fees at the time of registration each quarter in accordance with a fee schedule available in the Registrar's Office and Cashier's Office.

Audit Fees

Fees for auditing a course are the same as the fees for regular enrollment. (See the Academic Regulations section for policy regulating course audits.)

Acceptance Deposits

All schools of the Medical College of Georgia require a $50.00 acceptance deposit which will be credited toward first quarter matriculation fees. Those accepted applicants who fail to appear for registration, and fail to notify the appropriate admissions office of their withdrawal in writing not later than the last day of regular registrations of their entering class, shall forfeit their acceptance deposit.

Refund of Fees

Students who officially withdraw from college will receive a refund of matriculation fee at the end of the quarter in which the withdrawal is made. Students who officially withdraw with a clean record within the time specified after the scheduled regstration date may receive refunds of matriculation fees as listed:

Time of Withdrawal	Percent Refunded
Not more than one week	80
Not more than two weeks	60
Not more than three weeks	40
Not more than four weeks	20
More than four weeks	0

Student health and student activity fees will not be refunded when withdrawing. The refund of matriculation fees is limited to withdrawal from the institution and not for dropping of individual courses.

Changes in Fees and Other Charges

All matriculation charges, board, room rent or other charges listed in this Catalog are subject to change at the end of any quarter.

Financial Assistance for Students

The Office of Financial Aid administers financial aid programs and provides assistance in financial planning for attendance at the Medical College of Georgia. Students who are concerned about financing their education should contact the Office, 174 Administration Building, Medical College of Georgia, Augusta, GA 30912.

Student Health Service

The Student Health Service, operated by the Department of Family Medicine in a well-equipped separate facility, is designed to provide care for the physical and emotional problems which students may encounter while attending the Medical College of Georgia. A full time physician director is responsible for the service, and a psychologist is available on a part-time basis for the care of emotional needs. Also, certain dental services are available to students within the student health service building. Supplemental health care coverage is provided by faculty members from the School of Medicine. Regular students who have paid the quarterly health fee and who are enrolled for six or more credit hours are eligible for the service.

Student Insurance

All students are strongly urged to have health insurance.

The MCG student government sponsors insurance programs for enrolled students. Information on student life insurance and student health insurance is made available to all applicants accepted for admission prior to first enrollment, and to all enrolled students upon request.

Student Responsibilities and Services

Services available to students, as well as the students' responsibilities, are outlined in the **Student Handbook** which is published by the Division of Student Affairs. Students are responsible for knowing its content. Copies are available from the Division of Student Affairs.

MCG Patent Policy

Students who use MCG resources, directly or indirectly, to develop patentable inventions or copyright materials must comply with the MCG Patent Policy or Copyright Policy. Adherence to said policies is a condition of admission to and continued enrollment at MCG. Any student with questions or desiring copies of the policies may contact the Office of Student Affairs, second floor of the Student Center.

Student Discipline, Grievances and Appeals

Students are expected to act in a manner which will be a credit to themselves and to the institution. Disciplinary rules and procedures are described in the **Student Handbook** under student judiciary procedures and in individual school honor codes.

Grievances

For a student who reasonably believes he/she has been discriminated against on the basis of race, sex, handicap or religion, or who has been subjected to sexual harassment, the **Student Handbook** outlines grievance procedures he/she must follow in seeking redress.

Appeals

Students subjected to disciplinary action by the institution shall have the appeal rights published in the Student Disciplinary Principles and Procedures section of the **Student Handbook** , or in the school honor codes distributed to each enrolled student.

Students dismissed or suspended for academic reasons, and applicants for admission who feel their applications have not been given due consideration, should first appeal to the department and/or school concerned and follow their established appeal procedures.

After the above channels have been followed, any applicant who feels his/her application was not given due consideration, and any expelled, dismissed or suspended students, shall have the right to appeal in accordance with the following procedures as specified by the Board of Regents:

1. The person aggrieved shall appeal in writing to the President within five days after the action of which he complains. The President shall within five days appoint a committee composed of three members of the faculty of the institution or he shall utilize the services of an appropriate existing committee. This committee shall review all facts and circumstances connected with the case and shall within five days make its findings and report thereon to the President. After consideration of the committee's report, the President shall within five days make a decision which shall be final so far as the institution is concerned.
2. Should the aggrieved person be dissatisfied with said decision, he/she may apply to the Board of Regents, without prejudice to his position, for a review of the decision. The application for review shall be submitted in writing to the Executive Secretary of the Board within a period of twenty days, following the

decision of the President. This application for review shall state the decision complained of and the redress desired. A review by the Board is not a matter of right, but is within the sound discretion of the Board. If the application for review is granted, the Board, or a committee of the Board, shall investigate the matter thoroughly and render its decision thereon within sixty days from the filing date of the application for review or from the date of any hearing which may be held thereon. The decision of the Board shall be final and binding for all purposes.

Regents' Policies Governing the Classification of Students for Tuition Purposes

The following policies have been adopted by the Board of Regents for the purpose of determining the tuition status of students:

1. (a) If a person is 18 years of age or older, he or she may register as an in-state student only upon a showing that he or she has been a legal resident of Georgia for a period of at least twelve months immediately preceding the date of registration.
   (b) No emancipated minor or other person 18 years of age or older shall be deemed to have gained or acquired in-state status for tuition purposes while attending any educational institution in this State, in the absence of a clear demonstration that he or she has in fact established legal residence in this State.
2. If a person is under 18 years of age, he or she may register as an in-state student only upon a showing that his or her supporting parent or guardian has been a legal resident of Georgia for a period of at least twelve months immediately preceding the date of registration.
3. If a parent or legal guardian of a minor changes his or her legal residence to another state following a period of legal residence in Georgia, the minor may continue to take courses for a period of twelve consecutive months on the payment of in-state tuition. After the expiration of the twelve-month period, the student may continue his or her registration only upon the payment of fees at the out-of-state rate.
4. In the event that a legal resident of Georgia is appointed as guardian of a nonresident minor, such minor will not be permitted to register as an in-state student until the expiration of one year from the date of court appointment, and then only upon a proper showing that such appointment was not made to avoid payment of the out-of-state fees.
5. Aliens shall be classified as nonresident students; provided, however, that an alien who is living in this country under an immigration document permitting indefinite or permanent residence shall have the same privilege of qualifying for the in-state tuition as a citizen of the United States.
6. **Waivers:** An institution may waive out-of-state tuition for:
   (a) nonresident students who are financially dependent upon a parent, parents or spouse who has been a legal resident of Georgia for at least twelve consecutive months immediately preceding the date of registration; provided, however, that such financial dependence shall have existed for at least twelve consecutive months immediately preceding the date of registration;
   (b) international students whose matriculation fee and other required fees are paid by an agency of the Federal Government, a church or a civic club located in Georgia which has received specific approval of

the Board of Regents, provided the number of such students does not exceed the quota approved by the Board of Regents for the institution concerned;

(c) full-time employees of the University System, their spouses, and their dependent children;

(d) nonresident graduate students who hold teaching or research assistantships requiring at least one-third time service at such institution;

(e) full-time teachers in the public schools of Georgia and their dependent children. Teachers employed full-time on military bases in Georgia shall also qualify for this waiver;

(f) career consular officers and their dependents who are citizens of the foreign nation which their consular office represents, and who are stationed and living in Georgia under orders of their respective governments. This waiver shall apply only to those consular officers whose nations operate on the principle of educational reciprocity with the United States.

(g) military personnel and their dependents stationed in Georgia and on active duty unless such military personnel are assigned as students to System institutions for educational purposes.

A student is responsible for registering under the proper residency classification. A student classified as a nonresident who believes that he/she is entitled to be reclassified as a legal resident may petition the Registrar for a change in status. The petition must be filed no later than sixty (60) days after the quarter begins in order for the student to be considered for reclassification for that quarter. If the petition is granted, reclassification will not be retroactive to prior quarters. The necessary forms for this purpose are available in the Registrar's Office.

Questions concerning residency for fee-payment and/or admission purposes should be directed to the appropriate office below:

Enrolled students — Registrar's Office, 173 Administration Building

Applicants for admission — mail inquiries to the office indicated, Medical College of Georgia, Augusta, Georgia 30912:

- Medicine or Dentistry — Office of Student Affairs
- Undergraduate Nursing or Allied Health Sciences — Office of Undergraduate Admissions
- Graduate Studies — Dean, School of Graduate Studies

Illegal Use, Possession or Distribution of Narcotics and/or Other Dangerous Drugs

The following statement of policy is designed to emphasize, in fairness to all members of the College community, the serious and dangerous consequences resulting from the illegal use, possession, or distribution of marijuana, hallucinogenics, narcotics, or scheduled drugs, and the unathorized use of drugs, such as amphetamines, barbiturates, and tranquilizers, which are sometimes prescribed for medical purposes.

While there is admittedly much controversy as to whether or not marijuana should be classified as a narcotic or dangerous drug, the fact remains that possession or transfer of marijuana is illegal under both Federal and State laws and is punishable under either. It should be especially noted that it is unlawful for any person to manufacture, deliver, distribute, dispense, sell, or possess any controlled substance under the provisions of the Georgia Controlled Substances Act (Code Section 16-13).

The law requires that when an act is committed against the Georgia Controlled Substances Act the law enforcement authority shall handle the situation rather than the college administration.

Under such circumstances, it is clear that the policy of the Medical College of

Georgia shall be: Students involved in criminal offenses will be tried in the criminal justice system of the community.

Clearly, the Medical College of Georgia cannot protect members of its community who commit such offenses. Students should not expect that the college officials will come to their defense for activities committed in violation of the criminal code. This applies to all members of the Medical College of Georgia.

It should not be inferred from this that the Medical College is indifferent about what happens to the members of this community; rather, it has a deep concern for those who may find themselves in violation of the law. Some may not fully recognize the implications of full accountability and responsibility with regards to drugs. It is for this reason that this statement is made.

ALLIED HEALTH SCIENCES

Dean — Dr. Raymond C. Bard
Associate Dean for Academic Affairs — Dr. Biagio J. Vericella

Allied Health Sciences Calendar

Fall Quarter	1985	1986
Orientation of new students	September 16-17	September 11-12
Registration	September 16-18	September 15
Exemption examinations given at MCG for US and Georgia History and Constitution	September 18	September 15
Late fee begins	September 19	September 17
MCG classes begin	September 19	September 16
AC classes begin	September 20	September 17
Last day for late registration and schedule changes	September 24	September 22
Midterm: Last day to withdraw from a course without penalty	October 23	October 21
Last day to apply for March graduation	October 23	October 21
Regents' Test	October 28	TBA
Pre-registration for winter quarter	November 4-7	October 27-30
Thanksgiving recess	November 27-29	November 26-28
Last day of classes	December 2	November 25
Examinations	December 3-6	December 1-4
Term ends	December 6	December 4

Winter Quarter	1986	1987
Registration	January 2	January 5
Exemption examinations given at MCG for US and Georgia History and Constitution	January 2	January 5
Late fee begins	January 3	January 6
MCG classes begin	January 3	January 6
AC classes begin	January 6	January 6
Last day for late registration and schedule changes	January 8	January 9
Last day to apply for June graduation	January 10	January 12
Martin Luther King Holiday	January 20	January 19
Midterm: Last day to withdraw from a course without penalty	February 6	February 9
Regents' Test	February 10	TBA
Pre-registration for spring quarter	February 10-13	February 16-19
Last day of classes	March 11	March 12
Examinations	March 12-14, 17	March 13, 16-18
Term ends	March 17	March 18

Spring Quarter	**1986**	**1987**
Registration	March 25	March 24
Exemption examinations given at MCG for US and Georgia History and Constitution	March 25	March 24
Late fee begins	March 26	March 25
MCG classes begin	March 26	March 25
AC classes begin	March 31	March 30
Last day for late registration and schedule change	April 1	March 30
Midterm: Last day to withdraw from a course without penalty	April 29	April 29
Last day to apply for August graduation	April 29	April 29
Regents' Test	May 5	TBA
Pre-registration for summer and fall quarters	May 5-8	May 11-14
Last day of classes	May 29	May 28
Examinations	May 30, June 2-4	May 29, June 1-3
Term ends	June 4	June 3
Graduation	June 7	June 6

Summer Quarter	**1986**	**1987**
Orientation of new students	June 16	June 15
Registration	June 17	June 16
Exemption examinations given at MCG for US and Georgia History and Constitution	June 17	June 16
Late fee begins	June 18	June 17
MCG classes begin	June 18	June 17
AC classes begin	June 18	June 17
Last day for late registration and schedule changes	June 23	June 22
Independence Day Holiday	July 4	July 3
Regents' Test	July 14	TBA
Pre-registration for fall quarter	July 14-17	July 20-23
Midterm: Last day to withdraw from a course without penalty	July 22	July 21
Last day to apply for December graduation	July 22	July 21
Last day of classes	August 22	August 21
Examinations	August 25-28	August 24-27
Term ends	August 28	August 27

School of Allied Health Sciences

The School of Allied Health Sciences at the Medical College was established as an administrative entity in 1968. Prior to this date, programs in medical illustration, medical technology, and radiologic technology had been active; in 1967, the dental hygiene program was initiated. Since then, additional baccalaureate programs in physical therapy, occupational therapy, physician assistant, nuclear medicine technology, respiratory therapy, and medical diagnostic sonography have been added. The School is organized into departments, providing programs for each of the allied health professions named and leading to the baccalaureate degree. In addition, the Associate in Science degree is awarded in dental hygiene, dental laboratory technology, nuclear medicine technology, occupational therapy, physical therapy, radiation therapy technology, radiologic technology, and respiratory therapy. Certificate programs are offered in diagnostic medical sonography, nuclear medicine technology and radiation therapy technology.

Information pertaining to application, admission, fees and expenses, loans and scholarships can be found in each department's section of this book or in the General Information Section of the **Catalog.**

Goals

The School of Allied Health Sciences supports the goals of the Medical College of Georgia and accepts the responsibility to promote quality health care for the people of Georgia. The School of Allied Health Sciences is dedicated to:

the preparation of qualified allied health practitioners;

the development and implementation of competency-based educational curricula that will meet the needs of students;

the provision of continuing education programs for allied health practitioners;

the promotion of cooperation among the departments and schools of the Medical College of Georgia to provide interdisciplinary educational programs;

the collaboration with the people of Georgia in surveying health care needs and fulfilling these through allied health education programs and research;

the creation of public awareness for allied health practitioners and their roles in the delivery of health care;

the generation and application of new knowledge for the betterment of health services;

the participation of students and faculty in professional health organizations.

Application Procedures

Application forms with instructions for completing the admission procedure may be obtained from the Office of Academic Admissions. Applications for entering classes should be filed no later than April 15 of the year of matriculation.

Early application is recommended. No application fee is required.

Admission Criteria

Departments in the School of Allied Health Sciences use basically the same criteria for admission. Some departments pay particular attention to grades in specific prerequisite courses; some are more concerned with overall grade point average. The importance of previous health care experience varies from program to program. Each department has its own philosophy as to the weight to be assigned to each criteron. But generally, the selection criteria are as follows:

a. Cumulative grade point average
b. Grade point average in sciences and math
c. Scholastic Aptitude Test (SAT) — verbal and math scores
d. References
e. Personal interview
f. Knowledge of the field
g. Completion of prerequisite general education coursework

Preference will be given the applicant who has demonstrated superior academic ability. The applicant must present evidence of graduation from an accredited high school or its equivalent. Preference will be given the applicant who has emphasized high school subjects in the sciences (mathematics, chemistry, physics, biology) and the liberal arts. The entering freshman must present credentials to indicate completion of the following high school credits from an accredited high school.

	Units
English	4
Mathematics (must include one unit of algebra)	2
Science (general biology, chemistry, physics)	2
Social studies (one unit of American history)	4
Other academic units	2
Unrestrictive electives	2

High school level test of General Education Development will be accepted.

Non-Academic Exclusion

Any student may be denied permission to continue enrollment in the School of Allied Health Sciences if, in the opinion of the faculty, the student's knowledge, character, or mental or physical fitness cast grave doubts upon his/her potential capabilities as a practitioner in the field of training.

Associated Dental Sciences

General

In cooperation with the School of Dentistry, this department offers programs leading to the Associate in Science and Bachelor of Science degrees in dental hygiene and the Associate in Science degree in dental laboratory technology. The dental laboratory technology program is a cooperative program operated in conjunction with the Augusta Area Vocational Technical School. General education courses required in the curriculum are offered at Augusta College.

A baccalaureate program for practicing dental hygienists who are graduates of an accredited dental hygiene program is offered with emphasis on education. Prospective candidates should write the department chairman for further information.

Objectives

1. Dental Hygiene

The associate and baccalaureate degree programs in dental hygiene have been designed to prepare graduates for clinical practice under the supervision of a licensed dentist.

The graduate has developed knowledge and skills in the prevention of dental disease which is the primary duty of the dental hygienist. Other skills developed during training include taking and recording medical and dental histories, performing an oral inspection, exposing and processing dental radiographs, removing deposits and stains from teeth, polishing teeth, applying preventive agents, preparing diagnostic casts and other duties that may be assigned by the dentist which are legal in the state of Georgia.

Graduates are eligible to take the National Board Dental Hygiene Examination and State Board Examinations for Dental Hygiene.

Additional clinical experiences are afforded baccalaureate degree students in a variety of clinical settings during the second year of the program.

2. Dental Laboratory Technology

The primary objective of the dental laboratory technology program is to help provide, to the dental profession and the dental laboratory industry, dental technologists who are knowledgeable and have gained skills in their craft through classroom learning and practical application.

To accomplish the primary objective the following subobjectives have been adopted:

1. To develop skills in handling materials used in the construction of dental prosthetic appliances.
2. To provide the student with construction methods and processes that are desirable in the dental laboratory technology field.
3. To develop a working knowledge of dental terminology.
4. To develop work habits and behavior patterns required for success and advancement in the dental laboratory industry.
5. To carefully analyze the aptitudes of the student to aid her/him in areas where weaknesses prevail.
6. To stress and develop personalities, resourcefulness, and initiative necessary for a successful career in the dental laboratory technology field.

The program was developed in cooperation with the Augusta Area Vocational Technical School in response to the need for trained dental laboratory technologists. Students enrolled in this program attend classes at the MCG, Augusta Area Vocational Technical School, and Augusta College campuses.

Accreditation

The programs in dental hygiene and dental laboratory technology are accredited by the Commission on Dental Accreditation, a specialized accrediting body recognized by the Council on Postsecondary Accreditations and the United States Department of Education.

Admission Requirements

Associate in Science Degree Dental Hygiene Program

1. Applicants must have graduated from an accredited high school or its equivalent.
2. The cumulative grade point average should be 75 or greater.
3. Applicants must have completed one academic year of high school biology or one course in college biology with lab.
4. Applicants must have completed one academic year of high school chemistry or one course in college general chemistry.
5. SAT-CEEB or ACT scores are required.
6. Please Note: Thirty (30) quarter credit hours in general education are contained within the Associate in Science in Dental Hygiene Curriculum. They are as follows: English 101 and 102, Speech, Political Science, U.S. History, and Sociology. Any or all of these courses may be taken at any accredited institution prior to admission into the program.
7. A personal interview will be scheduled prior to admission.
8. Three letters of reference are required.
9. Preference is given to Georgia residents.

Bachelor of Science Degree Dental Hygiene Program

1. Two years of study at an accredited college of the student's choice precede admission to the baccalaureate program. A balanced program of studies in the liberal arts and sciences is preferred. The curriculum for the freshman and sophomore years must show a minimum of 90 quarter hours or 60 semester hours of acceptable work. Course work should include the following:

Area I - English and Humanities	**Hours**
English Composition	5 hours
English Literature	5 hours
Speech	5 hours
Electives (selected from English, foreign language, advanced speech, humanities, the arts)	5 hours
	20 hours

Area II - Math and Natural Sciences	
Math	5 hours
Basic Chemistry with lab	5 hours
Anatomy and Physiology, or biology with lab	5 hours
Additional chemistry, biology, anatomy and physiology with lab	5 hours
	20 hours

Area III - Social Sciences	
Sociology	5 hours
*Political Science	5 hours
*History (preferably U.S. History)	5 hours
Electives (selected from psychology, sociology, social psychology, educational psychology	5 hours
	20 hours

Area IV - Major Areas	
Electives	30 hours

Recommended courses supportive to the dental hygiene major would include additional chemistry, biological sciences, nutrition, behavioral sciences, foundations of educational psychology.

*These courses must satisfy the Georgia legislative requirements. (See Requirements for Graduation in the General Information Section of this Catalog.) Exemption examinations may be taken by both in- and out-of-state students to satisfy the legislative requirements; however, no academic credit is given.

2. The cumulative grade point average of all transfer credit must be a minimum of 2.0 (on a 4.0 system).
3. SAT-CEEB or. ACT scores.
4. A personal interview will be scheduled prior to admission.
5. Three letters of reference are required.
6. Preference is given to Georgia residents.

Associate in Science Degree Dental Laboratory Technology

1. Graduate of an accredited high school or its equivalent.
2. SAT-CEEB scores.
3. Personal interview.

Preference will be given to applicants who have demonstrated superior academic achievements.

Application Procedures

The Admissions Committee selects the applicants who seem best qualified for dental hygiene and dental laboratory technology from among those who apply. Application forms are available September 1st from the Office of Academic Admissions. Early application is recommended. All applications received by May 1st of the year of matriculation will be considered.

Estimated Fees and Expenses

Matriculation and other fees common to all programs are stated in the General Information Section of the **Catalog**. Estimated additional expenses specific to dental hygiene and dental laboratory technology are as follows:

Dental Hygiene

	First Year	Second Year
Books	$295	$125
Field Trip	—	25
Instruments	450	30
Uniforms	225	45
Professional Dues and liability insurance	31	31
Total	$1,001	$256

Dental Laboratory Technology

	First Year	Second Year
Books	$200	$ 75
Instruments/ Supplies	300	50
Uniforms	30	—
Extramural Travel	50	150
Total	$580	$275

Financial Aid

Refer to the General Information Section of this Catalog.

Curriculum

Dental Hygiene — Associate Degree Program

First Year

Fall Quarter		Credit Hours
ANMD 132	Anatomy and Physiology	6
BIO 131	Biochemistry for Dental Hygiene I	3
DH 100	Pre-Clinical Dental Hygiene	6
DH 110	Introduction to Patient Care	2
DH 120	Dental Anatomy and Morphology	2
OMD 140	Intro. to Preventive Dentistry	1
	Total	20

Winter Quarter		Credit Hours
BIO 132	Biochemistry for Dental Hygiene II	4
DH 124	Dental Auxiliary Utilization	2
DH 101	Clinical Dental Hygiene I	4
DH 111	Clinical Dental Hygiene Lecture I	3
DH 141	Dental Health Education	1
DH 145	Interpersonal Communication and Behavior Modification	2
PATH 130	Pathology	2
	Total	18

Spring Quarter		Credit Hours
DH 125	DAU Laboratory	2
DH 102	Clinical Dental Hygiene II	4
DH 112	Clinical Dental Hygiene Lecture II	3
MIB 130	Microbiology	4
PATH 131	Pathology	3
PER 160	Periodontics	2
RADD 128	Dental Radiology	1
	Total	19

Summer Quarter		Credit Hours
+ ENG 101	English Composition I	5
+ SOC 101	Introductory Sociology	5
+ SPC 101	Fundamentals of Speech	5
	Total	15

First Year Total 72

Second Year

Fall Quarter		Credit Hours
DH 200	Clinical Dental Hygiene III	6
DH 211	Clinical Dental Hygiene Lecture III	2
DH 224	Intramural Clinic I	1
DH 241	Introduction to Public Health	4
+ ENG 102	English Composition II	5
PHM 230	Pharmacology	4
RADD 228	Radiology Technique	1
	Total	23

Winter Quarter		Credit Hours
DH 201	Clinical Dental Hygiene IV	6
DH 212	Clinical Dental Hygiene Lecture IV	2
DH 225	Intramural Clinic II	1
DH 242	Public Health Field Experience	2
OMD 220	Oral Medicine	2
PER 261	Periodontics Seminar	2
RADD 229	Radiology Technique	1
	Total	16

Spring Quarter		Credit Hours
DH 202	Clinical Dental V	6
DH 213	Clinical Dental Hygiene Lecture V	2
+ HIS 211	American History	5
+ POL 101	American Government	5
RADD 230	Radiology Technique	1
	Total	19
	Second Year Total	58
	Seven Quarter Total	130

+ Courses taken through Augusta College.

Dental Hygiene — Baccalaureate Degree Program

Junior Year

Fall Quarter		Credit Hours
ANMD 332	Anatomy and Physiology	6
BIO 331	Biochemistry for Dental Hygiene I	3
DH 300	Pre-Clinical Dental Hygiene	6
DH 310	Introduction to Patient Care	2
DH 320	Dental Anatomy and Morphology	2
OMD 340	Intro. to Preventive Dentistry	1
	Total	20

Winter Quarter		Credit Hours
BIO 332	Biochemistry for Dental Hygiene II	4
DH 324	Dental Auxiliary Utilization	2
DH 301	Clinical Dental Hygiene I	4
DH 311	Clinical Dental Hygiene Lecture I	3
DH 341	Dental Health Education	1
DH 345	Interpersonal Communication and Behavior Modification	2
PATH 330	Pathology	2
	Total	18

Spring Quarter		Credit Hours
DH 302	Clinical Dental Hygiene II	4
DH 312	Clinical Dental Hygiene Lecture II	3
DH 325	DAU Laboratory	2
MIB 330	Microbiology	4
PATH 331	Pathology	3
PER 360	Periodontics	2
RADD 328	Dental Radiology	1
	Total	19

First Year Total 57

Senior Year

Fall Quarter		**Credit Hours**
DH 400	Clinical Dental Hygiene III	6
DH 411	Clinical Dental Hygiene Lecture III	2
DH 441	Introduction to Public Health	4
DH 465	Dental Specialty Clinic I	3
PHM 430	Pharmacology	4
RADD 428	Radiology Technique	1
	Total	20

Winter Quarter		**Credit Hours**
DH 401	Clinical Dental Hygiene IV	6
DH 412	Clinical Dental Hygiene Lecture IV	2
DH 442	Public Health Field Experience Prep.	2
DH 466	Dental Speciality Clinic II	3
OMD 420	Oral Medicine	2
PER 461	Periodontics Seminar	2
RADD 429	Radiology Technique	1
	Total	18

Spring Quarter		**Credit Hours**
DH 402	Clinical Dental Hygiene V	6
DH 413	Clinical Dental Hygiene Lecture V	2
DH 447	Public Health Seminar I	3
DH 467	Dental Specialty Clinic III	2
RADD 430	Radiology Technique	1
	Total	14
	Second Year Total	52
	Program Total	109

Dental Laboratory Technology

First Year

Fall Quarter		**Credit Hours**
DLT 101	Physics and Chemistry of Dental Materials	5
DLT 111	Dental Materials Laboratory	4
+ ENG 101	English Composition I	5
DLT 103	Dental Anatomy and Occlusion	6
	Total	20

Winter Quarter		**Credit Hours**
ANMD 113	Anatomy for Dental Assistants and Technologists	2
DLT 104	Principles of Occlusions and Mastication	3
DLT 121	Dental History, Ethics and Jurisprudence	1
DLT 122	Introduction to fixed Prosthodontics	5
DLT 123	Introduction to Removable Prosthodontics	5
+ ENG 102	English Composition II	5
	Total	21

Spring Quarter		**Credit Hours**
DLT 115	Disease and Contamination Prevention	1
DLT 132	Intermediate Fixed Prosthodontics	6
DLT 133	Intermediate Removable Prosthodontics	6
+ POL 101	American Government	5
	Total	18

Summer Quarter		**Credit Hours**
DLT 215	Orthodontics/ Pedodontics	3
DLT 220	Introductory Laboratory Practicum	12
+ HIS 211	U.S. History	5
	Total	20

Second Year

Fall Quarter		**Credit Hours**
DLT 242*	Advanced Fixed Prosthodontics	15
DLT 243*	Advanced Removable Prosthodontics	15
*Student Must Select DLT 242 or DLT 243		
+ SPC 101	Fundamentals of Speech	5
	Total	20

Winter Quarter		**Credit Hours**
DLT 221	Principles of Laboratory Management	5
DLT 252*	Special Problems in Fixed Prosthodontics	12
DLT 253*	Special Problems in Removable Prosthodontics	12
*Students Must Select DLT 252 or DLT 253		
+ ECN 101	Economics	5
	Total	22

Spring Quarter		**Credit Hours**
DLT 260	Laboratory Practicum II	13
	Total	13
	Seven Quarter Total	134

+ Courses taken through Augusta College.

Academic Standards

Refer to the General Information Section of this **Catalog.**

Graduation Requirements

Refer to the General Information Section of this **Catalog.**

Master of Health Education

The Department of Associated Dental Sciences offers an educational program at the graduate level to prepare dentists and dental hygienists for careers in dental and dental hygiene education and to fulfill the formal education requirements for dentists pursuing careers in dental public health. Upon completion of requirements, candidates are awarded the Master of Health Education degree. For details, refer to the School of Graduate Studies section.

Medical Illustration

Medical Illustrators visually interpret scientific ideas and information for use in a variety of communication media including publications, slides, animated films, exhibits, television and three-dimensional materials. They must be able to create not only extremely realistic anatomical and surgical drawings but also to translate complex scientific information into simplified visual explanations. The curriculum provides instruction in basic medical sciences, in advanced art skills, in visual problem-solving and in the production of instructional materials for the major communication media.

The medical illustration program is a graduate program leading to the Master of Science in Medical Illustration degree and is under the supervision of the School of Graduate Studies. Please check the Graduate Studies section for detailed information and course descriptions.

Medical Record Administration

General

This department offers a program leading to the Bachelor of Science Degree in Medical Record Administration. Graduates are eligible to write the national registration examinations of the American Medical Record Association. Upon passing the examination, the individual is credentialled as a Registered Record Administrator (RRA).

The medical record administrator is responsible for planning and managing the medical information developed during the diagnosis, treatment, and rehabilitation of patients in all types of health care settings.

The academic program includes study and experience in management techniques, medical terminology and medical science, systems analysis and computer applications, and techniques related specifically to medical and health record management.

Objectives

To provide courses of study and experience which lead students to develop the following competencies:

1. Planning and developing medical and health record systems appropriate for varying sizes and types of health care facilities, organizations and agencies.
2. Managing clerical and technical personnel.
3. Space planning, budgetary control, selection of equipment and supplies.
4. Evaluating the effectiveness of departmental services.
5. Designing systems to assure the privacy and confidentiality of medical information.
6. Developing systems for information retention and retrieval.
7. Collecting and analyzing patient care data.
8. Providing administrative and clinical information for institutional management and the evaluation of patient care.
9. Assisting in the development and coordination of programs to assess the quality of care and the utilization of services.
10. Developing in-service educational materials.
11. Participating in hospital and medical staff committee functions.

Opportunities

The medical record administrator is typically employed in a hospital as a departmental manager, having both clerical and technical employees under his responsibility. Current developments in the medical world are shifting the work environment to include extended care facilities, governmental agencies, health insurance companies, ambulatory care and other facilities.

Nationally there is a demand for medical record administrators. Any given geographic region, such as the Southeast United States, exhibits an overall shortage of medical record administrators. Because the average-sized hospital typically employs only two to three professional medical record administrators, the person defining his employment market narrowly cannot always exercise his first choice in a specific hospital or city.

Experienced medical record professionals have readily available opportunities to advance to higher level management and consulting positions within the medical and health care industry.

Accreditation

The Department of Medical Record Administration is accredited by the Committee on Allied Health Education and Accreditation of the American Medical Association in cooperation with the American Medical Record Association, Council on Education.

Admission Requirements

Applicants may attend any accredited college or university for the freshman and sophomore years; however, all MCG admission requirements must be met.

Specific Requirements for Medical Record Administration

1. The combined score on the Scholastic Aptitude Test or equivalent, and the overall and math/science G.P.A.s during the first years of college are used to evaluate applicants. Grades of D are transferable at the discretion of the faculty.
2. An onsite interview, with two faculty members, which indicates a strong probability of successful completion of the program is required of each candidate.
3. Candidates must have 90 quarter hours of transferable credit with an overall C average.
4. The 90 quarter hours must include the courses listed below.

Area I — Humanities	**Credit Hours**
Composition	5
Literature	5
Electives (Composition, 5 hrs., and Literature, 5 hrs, are preferred.)	10
Total	20

Area II — Mathematics and Natural Sciences	
Mathematics (to include college algebra)	5
Two-course sequence in biology (with lab)	10
Chemistry	5
Total	20

Area III — Social Sciences	
History (U.S. history recommended)	5
Government — political science	5
Electives (choose from: philosophy, psychology, sociology, economics)	10
Total	20

Area IV — Courses Supportive to MRA	
Two-course sequence in anatomy and physiology (with lab)	10
Electives: Choose from accounting, management, computer science or other.	15
Elective: Choose from philosophy, psychology, sociology, economics	5
Total	30
Grand Total	90

Application Procedures

Application materials may be obtained from the Office of Academic Admissions. No application fee is required.

Early application is strongly recommended but applications will be accepted through August for classes beginning in September.

A personal interview on the MCG campus with faculty members is required.

Applicants will be notified of final action on their application by the Office of Academic Admissions after completion of all procedures and departmental review of application materials.

Financial Aid

The American Medical Record Association has limited funds for loans to senior students in this program. Information may be secured from the office of the chairman of the Department of Medical Record Administration. For information on other funds available, see the General Information Section.

Curriculum

The curriculum is six quarters in length and includes practice in hospitals in addition to the lectures and laboratory experiences which take place on the MCG campus.

The curriculum which follows is representative of the course distribution. Because professional needs are changing with new developments in health care delivery, the curriculum is constantly under evaluation for revision. The departmental faculty reserves the right to make adjustments in the curriculum as necessary to assure the development of required competencies.

Estimated Additional Expenses Specific to Medical Record Administration

	Junior Year	Senior Year
Health Inventory	$ 12	
Books and Supplies	$310	$200
Parking (academic year)	70	70
Membership (Amer. Med. Rec. Assoc.)	15	15
Field trips and travel to directed practice sites	50	50
Lab coats or Uniforms (maximum)	30	—
*Affiliation (travel, room & board)	—	375 (depends on location)
Academic Regalia (rental)	—	25
Application Fee, National Registration Exam (One month following graduation)	—	95
Total	487	830

* During the Spring quarter of the senior year students leave the Augusta area for an administrative affiliation which is six weeks in length. Living expenses and travel costs incurred are the responsibility of the student. (Matriculation and other fees and expenses are listed in the General Information Section of the Catalog.)

Junior Year

Fall Quarter		Credit Hours
MRA 301	Medical Terminology I	3
MRA 310	Theory of Medical Record Administration I	4
MRA 350	Management I	4
MRA 360	Directed Practice I	3
	Total	14

Winter Quarter		Credit Hours
MRA 302	Medical Terminology II	4
MRA 351	Management II	5
*HS 340	Health Information Systems I	3
*HS 341	Health Information Systems I Lab	3
MRA 361	Directed Practice II	2
	Total	17

Spring Quarter		Credit Hours
MRA 401	Fundamentals of Medical Science I	4
MRA 352	Management III	4
MRA 311	Theory of Medical Record Administration II	6
*HS 342	Health Information Systems II	3
MRA 362	Directed Practice Lab	2
	Total	19
	Year Total Credit Hours	50

Senior Year

Fall Quarter		**Credit Hours**
MRA 402	Fundamentals of Medical Science II	4
MRA 412	Theory of Medical Record Administration III	4
*HS 380	Health Care Seminar	2
*HS 450	Elementary Medical Statistics	3
*HS 494	Health Information Systems for Medical Record Management III	4
	Total	17

Winter Quarter		**Credit Hours**
MRA 413	Theory of Medical Record Administration IV	4
MRA 422	Legal Aspects for the Health Field	3
MRA 431	Research Design and Methodology	3
*HS 425	Budgeting and Finance for Health Care Supervisors	2
*HS 495	Health Information Systems for Medical Record Management IV	5
	Total	17

(MRA 499 Optional Honors Course) (maximum 4)

Spring Quarter		**Credit Hours**
MRA 425	Seminar	3
MRA 453	Management Lab	4
MRA 462	Directed Practice IV	8
	Total	15
	Year Total Credit Hours	49

*See course offerings in General Programs Section of Catalog.

Academic Promotion and Graduation

Students must make a C or better in all professional courses to continue in the program.

Students must pass a comprehensive examination which covers the first five quarters in the curriculum to enroll in MRA 462, Directed Practice IV.

Nonacademic Exclusion

A student may be denied permission to continue enrollment in the program if in the opinion of the faculty, the student's knowledge, character, mental or physical fitness cast grave doubts upon his/her competence as a medical record administrator.

Medical Technology

Medical Technology is an allied health profession that assists in patient diagnosis and monitoring of treatment through laboratory application of biological, chemical, immunologic and microscopic study of body fluids and tissues.

The medical technologist is in a unique position. The areas of his or her activities, while predominantly intellectual, require the ability to use specialized technological and manual skills. Medical technologists perform complex analyses, fine-line discrimination of several items, and correction of errors. They must be able to recognize interdependency of tests and have knowledge of physiological conditions affecting test results in order to confirm test results and develop data which may be used by a physician in determining the presence and extent of disease.

Medical technologists are expected to have the capability and resourcefulness which permits assumption of responsibility and accountability for accurate results. They also must have the ability to establish and monitor quality control programs and are expected to be able to design or modify procedures.

The MCG campus affords a university environment in which to acquire the essential knowledge and abilities. Faculty are available to provide expertise in all areas; the affiliated hospitals provide a wide variety of learning experience for the students as well as opportunity to interact with other members of the health team.

Objectives

The primary objectives of the Department of Medical Technology are to assist students in achieving entry level competency in the profession and in the definition of future professional goals.

A primary goal is to encourage a graduated academic experience, so the student gains increasing confidence and competence in the variety of subjects which have to be mastered in order to engender the best in patient care. Continued revision of the curriculum permits emphasis on specific areas of student interest and projected professional needs.

Accreditation

The MCG curriculum in medical technology is accredited by the Committee on Allied Health Education and Accreditation of the American Medical Association in collaboration with the National Accrediting Agency for Clinical Laboratory Sciences.

Admission Requirements

Admission and academic requirements of the College must be met. Applicants may attend any accredited college or university of their choice for the freshman and sophomore years. Accepted students transfer to the Medical College of Georgia program in Medical Technology at the beginning of their third year. Preference will be given to applicants who have demonstrated superior ability in all academic areas. A personal interview is required of applicants.

Admission requirements, in addition to those listed in the General Information section, include a minimum of 90 quarter hours of acceptable work, exclusive of physical education. Applicants must satisfy the U.S. and Georgia History and Constitution requirements by examination or academic courses; it is the responsibility of each student to make the necessary arrangements prior to enrollment at the Medical College of Georgia.

Core requirements for admission to the junior year include:

Area I: Humanities	**Credit Hours**
Composition	5
Literature	5
Electives	10
	20
Area II: Natural Sciences	
Math — Statistics	5
General Inorganic Chemistry With Lab*	10
Elective	5
	20
Area III: Social Sciences	
U.S. History**	5
Political Science**	5
Electives	10
	20
Area IV: Supportive to the Major*	
Anatomy and/or Physiology	5-10
Biology	5-10
Qualitative or Quantitative Analysis	5
Organic Chemistry	5
Elective	5
	30
TOTAL	90

* Courses must be acceptable toward a science major.

** These courses must satisfy the Georgia legislative requirements. (See Graduation Requirements, item 5, in the General Information section of this **Catalog**). Exemption examinations may be taken by in- and out-of-state students to satisfy these requirements.

Application Procedures

Application forms with instructions may be obtained from the Office of Academic Admissions. Although early application, perferably prior to April 15, is encouraged, applications will be accepted until August 1 for the entering September class. Applications received after this time will be considered on an individual basis. No application fee is required.

When notified of acceptance, the applicant is requested to accept or decline the appointment in writing to the Department of Medical Technology no later than six weeks prior to the intended first enrollment date.

Estimated Fees and Expenses Specific to Medical Technology

	First Year	Second Year
*Books and Supplies	$275	$340
**Uniforms, Lab Coats	30	115
***Membership	20	20
Graduation	—	24
Total	$325	$499

* Matriculation and other fees are stated in the General Information section of this Catalog.

** Lab coats are to be worn in the student laboratories at all times. During Clinical Practicum — Senior Year — female students are required to wear white uniforms and white shoes; male students are required to wear shirts with tie, trousers, and short white lab coats.

*** Student membership in national and state professional organizations encouraged but not required.

Financial Aid

Refer to General Information section of this Catalog.

Curriculum

The curriculum covers the junior and senior years, a seven-quarter course of study, leading to the Bachelor of Science degree with a major in medical technology.

Classroom and laboratory experiences are provided on the MCG campus. Clinical experiences are planned at several hospitals, principally at MCG Hospital and Clinics and University Hospital, Augusta, Georgia, and Dwight D. Eisenhower Army Medical Center, Fort Gordon, Georgia, where the student obtains a broad base of experiences in a variety of practical settings.

Junior Year

Fall Quarter		Credit Hours
*CMB 311	Introductory Microbiology	5
*CMB 345	Biochemistry	5
**MRA 303	Medical Terminology	2
MTC 307	Introduction to Medical Technology	1
MTC 308	Venipuncture Technique	2
MTC 370	Introductory Microbiology Lab	2
Winter Quarter		
MTC 363	Urinalysis and Fluid Analysis	3
MTC 366	Clinical Chemistry I	5
MTC 381	Clinical Hematology I	6
Spring Quarter		
***HLR 301	Library Resources	2
MTC 309	Education	1
MTC 348	Medical Mycology	3
MTC 349	Medical Parasitology	3
MTC 375	Basic Immunology	5
Miscellaneous Course Offerings		
MTC 394	Directed Individual Study	TBA
MTC 395	Directed Individual Study — Blood Bank	TBA

MTC 396	Directed Individual Study — Chemistry	TBA
MTC 397	Directed Individual Study — Hematology	TBA
MTC 398	Directed Individual Study — Microbiology	TBA

Senior Year

Summer — Fall Quarter
(18 quarter hours)

		Credit Hours
MTC 440	Clinical Chemistry II	5
MTC 441	Clinical Chemistry Laboratory	4
MTC 448	Diagnostic Microbiology	9
MTC 472	Immunohematology Related to Transfusion Service	9
MTC 481	Clinical Hematology II	9

Fall Quarter

MTC 492	Case Presentation	2

Winter — Spring Quarter
(20 quarter hours)

MTC 442	Clinical Practicum Chemistry	10
MTC 449	Clinical Practicum Microbiology	10
MTC 473	Clinical Practicum Blood Bank	10
MTC 482	Clinical Practicum Hematology	10

Winter Quarter

MTC 430	Management, Unit I	1

Spring Quarter

MTC 431	Management, Unit II	1

Miscellaneous Course Offerings

MTC 494	Directed Individual Study	TBA
MTC 495	Directed Individual Study — Blood Bank	TBA
MTC 496	Directed Individual Study — Chemistry	TBA
MTC 497	Directed Individual Study — Hematology	TBA
MTC 498	Directed Individual Study — Microbiology	TBA
MTC 499	Directed Individual Study — Instrumentation	TBA

* School of Medicine Course Descriptions
** See Medical record Administration Course Descriptions
*** See Program in Health Library Resources

Years Total Credit Hours

Students must satisfy the three-year requirement of the Registry of Medical Technologists of the American Society of Clinical Pathologists before admission to senior standing. These requirements include a minimum of 24 quarter hours of chemistry and 24 quarter hours of biology.

Academic Promotion and Graduation

Refer to the General Information section for further policies and procedures concerning academic probation and academic suspension.

Promotion from one year to the next in the program depends on satisfactory completion of each year's work. Promotions are considered on the basis of recommendation by individual instructors or departmental evaluations, and on the student's total record.

Students must earn a "C" or better in each course, unless otherwise indicated, to continue in the program.

The faculty determines the methods of evaluation, and evaluates each student individually in compliance with MCG and departmental guidelines. Major area examinations are required at the end of the fourth year. The student must pass major area examinations prior to graduation.

Master of Health Education

The Department of Medical Technology provides an educational program offering courses at the graduate level to prepare participants for careers in more highly skilled clinical practice, teaching, and administration. Upon completion of requirements, candidates are awarded the degree of Master of Health Education. (For details refer to School of Graduate Studies section of this **Catalog.**)

Occupational Therapy

General

Occupational therapy is a health profession which contributes to the physical and emotional independence and well-being of an individual through the use of selected activities. The focus of occupational therapy is meaningful involvement in problem-solving tasks and productive performance to promote and maintain health, evaluate behavior, diminish dysfunction and pathology, and enhance the capacity to function with satisfaction to self and others.

The frame of reference of occupational therapy is derived from the biological and behavioral sciences with particular emphasis on those aspects related to man's acquisition and integration of behavior necessary for self/care, productivity and social development.

Objectives

Education:

The Occupational Therapy Department provides educational programs at the technical, professional and post-professional levels. These programs emphasize the value of the theory and application of purposeful activity and the concept of adaptation.

The technical program is designed to prepare entry level occupational therapy assistants to work in community and institutional health care environments concerned with providing direct service to clients with limitations in occupational performance. They will be prepared to perform all tasks in the current role delineation of the American Occupational Therapy Association with special emphasis on tasks preparing them to practice in the underserved areas of Georgia.

The professional program emphasizes preparation of entry level occupational therapists who can function as generalists in both community and institutional settings throughout the Southeast. They will be prepared to perform all entry level services included in the current role delineation of the American Occupational Therapy Association. The department's philosophical approach to education and occupational therapy will enable graduates to describe the theory and apply the techniques and skills of the profession in any environment; to interact with others in a manner which promotes collaboraton, cooperation and consultation; and to become self-directed toward increasing their knowledge and their awareness of the environmental factors which require the updating of techniques and skills to keep abreast of a dynamic profession. They will be encouraged to maintain a questioning attitude toward the theory and application of the knowledge of the profession.

The post-professional program emphasizes the preparation of occupational therapists to assume the role of educator in academic and clinical settings. Students will acquire knowledge of education and the teaching of the theory and application of purposeful activity while developing their instructional and research skills.

The department also provides continuing education opportunities for therapists to maintain and update their knowledge of the profession and its techniques and of educational processes.

Service:

The faculty of this department accept the responsibility for providing service to the community and to professional organizations. These include providing direct or consultive service as well as actively participating in local, state and national professional organizations. These services shall demonstrate the effectiveness of multiple approaches to identifying and resolving problems, as well as demonstrating responsible action towards accomodating and influencing the changing systems of health care delivery. All services shall demonstrate high standards and personal and professional ethics.

Research:

The department will encourage and seek support for scholarly inquiry and foster an atmosphere conducive to conducting research in human occupation as it pertains to the client, the profession and education. It is committed to generating and applying new knowledge in its educational and service programs.

Opportunities

The registered occupational therapist works in neighborhood health centers, special schools, public health and other community agencies, nursing homes, general and special hospitals, clinics and rehabilitation centers as well as in private practice and in colleges and universities.

There is an acute shortage of registered occupational therapists. Thousands of positions at all levels are waiting to be filled and new positions are being created.

Occupational therapy assistants work in many of the same settings as occupational therapists, but employment opportunities are particularly prevalent in nursing homes, mental retardation and mental health facilities. Public school systems, rehabilitation centers and hospitals are also seeking occupational therapy assistants.

The need for qualified occupational therapy assistants exists throughout Georgia and the neighboring states.

Accreditation

The professional curriculum in occupational therapy at MCG is accredited by the American Occupational Therapy Association and the Committee on Allied Health Education and Accreditation of the American Medical Association.

A Bachelor of Science degree is awarded upon successful completion of the curriculum and fulfillment of the requirements of fieldwork.

The Associate of Science degree program for the preparation of occupational therapy assistants is pending approval by the American Occupational Therapy Association.

Graduates are recommended to sit for the national certification examinations leading to admission to the National Registry of the American Occupational Therapy Association.

Graduates are eligible to apply for licensure which is required in Georgia and some other states.

Occupational Therapy Assistant Program

Admission Requirements

Students will be admitted at the sophomore level following completion of the following prerequisite courses at an accredited college or university:

Area I - Humanities	
Composition	5 hours
Literature	5 hours
	10 hours
Area II - Mathematics and Natural Sciences	
Algebra or other math	5 hours
Anatomy and Physiology (sequence)	10 hours
	15 hours
Area III - Social Sciences	
History	5 hours
Political Science	5 hours
Sociology	5 hours
Psychology	5 hours
	20 hours
TOTAL	45 hours

A minimum grade point average of 2.3 in the prerequisite course of study is required. For further information contact the Department of Occupational Therapy or the Office of Academic Admissions.

Application Procedures

Application forms may be obtained from the Office of Academic Admissions.

1. Applicants are encouraged to: 1) contact the Office of Admissions as early as possible and to apply during the winter and spring quarters preceding the fall for which admission is sought; 2). have a personnal interview with the department admissions committee prior to April of the year one is applying for fall admission; and 3). visit occupational therapy clinical programs.

Estimated Additional Expenses Specific to Occupational Therapy Assistant

Books and Supplies	$300
Uniforms	75
Professional Liability Insurance	10
Field Trip and Travel	750
Graduation	27
	$1,162

Curriculum

At the Medical College, occupational therapy assistant education involves a three-quarter course of study after completion of one year of study at an accredited college or university of the student's choice. The MCG curriculum covers the sophomore year. Occupational therapy assistant classroom, laboratory, and clinical experiences are included.

The entry level occupational therapy assistant will be able to:

1. Perform and analyze daily living skills and activities related to self-care, work, play and leisure.
2. Participate in the assessment of patient's/client's occupational performance capacities and limitations.
3. Assist in planning and providing occupational therapy services.
4. Plan and provide activities to improve functional performance, prevent disability and promote healthy environments in long-term care settings.
5. Provide activities to promote normal growth and development.

6. Teach patients/clients adapted methods for self-care, work, and leisure activities so they can cope in the community.
7. Communicate and interact effectively with patients/clients, health care professionals and the community.
8. Participate in a supervisory relationship as indicated by the requirements of the setting.
9. Provide support services for the maintenance, routine management, and evaluation of the occupational therapy department.
10. Demonstrate attitudes and behavior congruent with the values of the profession.

Required Courses

OTA 200	Daily Living Tasks I
OTA 201	Daily Living Tasks II
OTA 203	Occupational Therapy in the Health Care System
OTA 204	Occupational Therapy as a Profession
OTA 210	Structure and Function of the Human Body
OTA 211	Movement in Human Performance
OTA 215	Occupational Therapy Process
OTA 220	The Child in Treatment
OTA 221	The Patient in a Psychiatric Setting
OTA 222	The Patient in Acute Care Settings
OTA 223	The Patient in Long-term Care Settings
———	Fieldwork Experience (2 months full-time)

Occupational Therapist Program

Admission Requirements

Applicants may attend any accredited college or university for the freshman and sophomore years; however, all requirements of the Medical College must be met.

To be considered for admission to the program the applicant must have completed 90 quarter hours (60 semester hours) exclusive of physical education with a minimum grade point average (on a 4.0 system) of "C" (2.5) overall; should have a "C" (2.5) in the sciences and a total score of 850 on the Scholastic Aptitude Test or its equivalent on another standardized aptitude test.

The following subjects or subject areas are to be included in pre-professional course work:

Humanities	**Credit Hours**
Grammar and Composition	5
Literature	5
Electives	10
Total	20

Natural Sciences	
Biology sequence (with lab)	10
General Chemistry (with lab)	5-10
Physics/Physical Sciences	5
Mathematics	5
Total	25-30

Social Sciences	
History	5
Political Science	5
General Psychology	5
Abnormal Psychology	5
Sociology	10
Total	30

Electives

It is suggested that some electives be taken in fine and applied arts, manual arts, home economics, and/or additional sciences.

Total 10-15

Interested applicants should contact the Medical College of Georgia, School of Allied Health Sciences, Department of Occupational Therapy as early in their academic program as possible.

Application Procedures

Application forms with instructions may be obtained from the Office of Academic Admissions.

Early application is recommended. No application fee is required.

1. Students may begin the program in June or September and graduate in June or September. It is best to complete application requirements by February 15 of the year in which one is applying for June admission or by April 15 of the year in which one is applying for September admission. Applications completed after April 15 will be considered on a space available basis.
2. Have a personal interview with the department admissions committee prior to April of the year one is applying for fall admission.
3. Applicants are encouraged to visit occupational therapy clinical programs.

Estimated Additional Expenses Specific to Occupational Therapy

	First Year	Second Year
Books and Supplies	$ 700	$ 225
Uniforms	75	—
Field Trips and Travel (depending on location)	750	750
Professional Liability Insurance	10	10
Instruments/ Equipment	30	
Graduation		27
Total	$1,565	$1,012

Curriculum

The curriculum allows students several options in planning a course of study and includes a variety of electives. Such flexibility offers the opportunity to design a program specific to individual needs and to select a specialized fieldwork setting.

The occupational therapy curriculum is designed as a continuum of learning experiences organized to facilitate personal and professional growth of the student. While the main objective of the program is to prepare the student as a clinician, due to the nature of the profession he must be exposed to concepts of education, research and management.

The curriculum has three major components: human biology, the developmental process and interruptions to the process, and alternatives to dysfunction.

The human biology component is the basic structure from which the student derives knowledge and understanding of the body and its systems. The human development component serves to identify those aspects of most concern to occupational therapy and as a vehicle for analysis of activities in which man engages at various ages and stages of life. Concurrently, disease and dysfunction in man is studied with the major emphasis on contemporary health problems and issues.

Laboratory, clinical, and community experiences are used extensively to provide active involvement of the student. Major emphases are on the social-cultural milieu of the community and examination of the development of the individual's capacities and roles in the family, school and community. The adaptation and modification of activities, design of adaptive equipment and devices, prosthetics and orthotics are included in laboratory and field experiences.

A minimum of eight months full-time field work experience is required. These placements begin the summer quarter following the junior year and continue throughout the senior year.

The entry-level occupational therapist will be able to:

1. Initiate and participate in collaborative and cooperative interactions which contribute to problem identification and problem resolution in community and institutional health care environments.
2. Using occupational therapy principles to demonstrate an ability to provide efficacious alternatives contributing to resolution of problems in the performance of daily life tasks.
3. Anticipate and respond to the impact of internal and external environments upon man's ability to function.
4. Use the occupational therapy process to facilitate man's ability to influence and change his internal and external environment.
5. Use the occupational therapy process to facilitate man's ability to adapt in an environment he cannot change.
6. Demonstrate the ability to engage in research and participate in continuing education.
7. Demonstrate attitudes and behavior congruent with the values,

standards and ethics of the profession.

8. Demonstrate the ability to accommodate to the changing systems of health care delivery.
9. Demonstrate the ability to influence the changing systems of health care delivery through active involvement in the change process.

Required Courses

*ANM 330-331	Anatomy
*PHY 311-312	Physiology
OTH 300	Foundations of Occupational Therapy
OTH 301	Human Development
OTH 302	Basic Principles of Occupational Therapy
OTH 303	Basic Media
OTH 304	Group Process in Occupational Therapy
OTH 305	Advanced Media
OTH 312	Concepts of Dysfunction
OTH 332	Kinesiology
OTH 400	Occupational Therapy Applied to Psycho-social Dysfunction
OTH 401	Psycho-social Field Work Experience
OTH 405	Occupational Therapy Applied to Pediatrics
OTH 410	Occupational Therapy Applied to Physical Dysfunction
OTH 411	Physical Dysfunction Fieldwork Experience
OTH 415	Occupational Therapy Applied to Geriatrics
OTH 435	Occupational Therapy Administration
OTH 450	Special Fieldwork Experience

Elective Courses

OTH 416	Occupational Therapy in Public Health
OTH 418	Occupational Therapy in the School Systems
OTH 419	Occupational Therapy in Community Agencies
OTH 420	Occupational Therapy in a Specialized Setting
OTH 421	Investigation of a Problem
OTH 422	Occupational Therapy and the Vocational Process
OTH 423	Occupational Therapy with Developmental Disabilities
OTH 425	Learning Theories
OTH 441	Research Project
OTH 455	Research Design and Methodology
OTH 460	Advanced Therapeutic Activities

* See School of Medicine Course Description

Special Needs

Students who are accepted must be prepared to travel to facilities throughout the Southeast to complete the full-time field work requirements. Financial assistance for these expenses cannot be guaranteed although every effort will be made to assist the students with major financial problems.

Academic Promotion and Graduation

See the General Information section of this **Catalog** for academic probation and suspension policies

A student who earns less than a "C" in any course will be suspended. A student suspended for academic reasons may reapply following standard admission procedures.

Financial Aid

In addition to the sources of financial aid available to all MCG students, there are some sources available specifically for students enrolled in the occupational therapy curricula. For information on these sources contact: Chairman, Department of Occupational Therapy, Medical College of Georgia.

Master of Health Education

The Department of Occupational Therapy provides an educational program at the graduate level to prepare occupational therapists for careers as a more highly skilled practitioner, clinical educator of academic educator. The applicant must have at least one year of experience as a practicing occupational therapist and a minimum total score of 1000 on the Aptitude Test on the Graduate Record Examination. Upon completion of requirements candidates are awarded; the degree Master of Health Education.

For details refer to School of Graduate Studies section of this **Catalog.**

Physical Therapy

General

Physical Therapy is one of the allied health professions dedicated to the rehabilitation of handicapped individuals. As a member of the health team the physical therapist uses a variety of therapeutic measures to help the patient regain maximum function possible within the limits of his disability. The physical therapist must be able to determine the extent of functional loss and then plan and implement an appropriate therapeutic program. In clinical settings physical therapists function as administrators, researchers, consultants, and educators. The physical therapist has completed a four-year program leading to a Bachelor of Science in physical therapy.

The physical therapist assistant works within a physical therapy service administered by a professional physical therapist. The assistant functions as a physical therapy team member who contributes to total patient care by performing routine treatment procedures in accordance with planned programs, and by assisting the physical therapist in carrying out complex procedures and programs. He also carries out designated tasks required for efficient operation of the physical therapy service. The physical therapist assistant performs his duties under the guidance and supervision of the physical therapist to whom he is directly responsible. The physical therapist assistant is a graduate of a two-year course of study with an Associate in Science degree in physical therapy.

The Department of Physical Therapy also provides an educational program at the graduate level to prepare participants for careers in clinical and academic education. Upon completion of requirements, candidates are awarded the degree Masters of Health Education. For details refer to the School of Graduate Studies section of this **Catalog.**

Objectives

Physical Therapy

Goal:

The goal of the baccalaureate curriculum is to develop problem-solving physical therapists by providing learning experiences that enable each student to gain the knowledge and skills necessary to meet the physical therapy needs of society.

Upon completion of the program the graduate will:

- be able to function in administrative, clinical, consultive, educational and research areas as a provider of health care services within the scope of the physical therapy profession.

- seek out opportunities to continue the development of personal humanistic qualities and scientific abilities while striving for excellence in personal and professional activities.
- be sensitive to the needs of each individual as well as to the changing health needs of society as a whole.
- maintain a flexible attitude toward new developments and participate in the improvement of physical therapy practice.

Competencies:

At the completion of this program the graduate should be able to:

1.0 Determine the physical therapy needs of any patient referred for treatment.

- 1.1 Recognize normal structure and function of the human organism from conception to death.
- 1.2 Recognize areas in which structure and function are abnormal.
- 1.3 Select appropriate methods to assess the degree of function, dysfunction or abnormality.
- 1.4 Perform (modifying if necessary) and record the results of necessary evaluative procedures to assess the function of appropriate systems including:
    - neurological
    - musculoskeletal
    - cardiovascular
    - pulmonary
    - integumentary
- 1.5 Interpret the results of evaluative procedures.
- 1.6 Determine initially and on a continuing basis the nature and extent of the patient's need for treatment and the potential of the patient to respond to specific forms of treatment.

2.0 Develop a plan of action to meet other individuals' physical therapy needs.

- 2.1 Integrate scientific theory with the results of patient evaluation to establish realistic long- and short-term goals which correlate with each other and consider economic, cultural and social influcences (within the community, family, and patient) that may effect the outcome of the plan.
- 2.2 Develop viable alternatives for treatment.
- 2.3 Select the most appropriate procedures available in terms of clinical outcomes, cost effectiveness and potential for achieving long- and short-term goals.
- 2.4 Reassess the plan of action in relation to the patient's response and modify the plan as necessary.

3.0 Implement the physical therapy plan of action designed to:

maintain and restore strength, endurance, coordination, relaxation, and range of motion

- promote healing
- relieve pain
- improve functional level

- 3.1 Determine the type, time and intensity of procedures to be used.
- 3.2 Determine the personnel preferred for the administration of each aspect of treatment.
- 3.3 Effectively perform treatment procedures in a manner appropriate to the patient's status.
- 3.4 Prepare patients, treatment area, and equipment in a manner that assures the patient's dignity, safety, privacy, and treatment efficiency.

4.0 Communicate appropriately and effectively with patients and families, colleagues, and the public.

- 4.1 Consistently use effective written, oral, and non-verbal communication skills.
- 4.2 Provide psycho-social support for patients and their families.
- 4.3 Function as an effective member of the health care team or other working group.
- 4.4 Recognize and respect individual, cultural, socio-economic and religious differences in people.
- 4.5 Recognize and understand one's own personal reaction to illness and disability.
- 4.6 Recognize and respond appropriately to the frustrations, anxieties, and other stresses patients and families may experience as well as the mechanisms they employ to cope with those stresses.

5.0 Adhere to safe, ethical, and legal practice.
- 5.1 Recognize and understand one's own limitations in the practice of physical therapy.
- 5.2 Recognize and understand the priority of safety in dealing with another individual's physical and mental wellbeing.
- 5.3 Accept responsibility for one's own actions and their consequences.
- 5.4 Make decisions within the scope of practice as a physical therapist.

6.0 Apply the administrative principles of planning, organization, supervision, control and evaluation while working within our managing a physical therapy service.
- 6.1 Demonstrate effective leadership and supervisory techniques.
- 6.2 Recognize the impact of external agencies or departments on the management of a physical therapy service and respond to those agencies or departments with appropriate actions.
- 6.3 Plan a physical therapy service in any setting.
- 6.4 Appreciate the importance of good management practice to the daily operation of a physical therapy service.

7.0 Apply the basic educational concepts of teaching within the clinical practice of physical therapy.
- 7.1 Recognize and appreciate the pervasive nature of education in the clinical practice of physical therapy.
- 7.2 Develop clear, concise, and appropriate learning objectives for patient education, in-service, and continuing education activities.
- 7.3 Select and implement appropriate teaching methods and learning activities to accomplish stated objectives for a given situation.
- 7.4 Evaluate the effectiveness of learning experiences.

8.0 Apply the basic principles of statistics and research methodology within the practice of physical therapy.
- 8.1 Critically analyze new concepts and findings provided by others.
- 8.2 use the scientific method to resolve simple problems related to the practice of physical therapy.
- 8.3 Accept the value of research in physical therapy.

9.0 Contribute to the quality of health of the community and to improvement of the effectiveness of the health care system of the community.
- 9.1 Recognize and respond appropriately to the problems and issues within physical therapy and the health care system of the community.
- 9.2 Effectively participate in the community in a manner that reflects an acceptance of the

role of the physical therapist in the health care system.

9.3 Participate in and appreciate the function of appropriate national associations.

10.0 Accept that being a professional is a continuing process and assume reponsibility for professional growth and development.

- 10.1 Assume the responsibility for one's own learning.
- 10.2 Perform in a manner which reflects an acceptance of the value of professional behavior.
- 10.3 Recognize the boundaries of the basic educational program and pursue a variety of resources to expand those boundaries in future professional growth and development.

Objectives

Physical Therapist Assistant

Goal:

The goal of the physical therapist assistant program is to enable the student to gain the knowledge and skills necessary to function effectively as a physical therapist assistant and be a contributing member of any physical therapy service.

Upon completion of the educational program the graduate will:

- be able to function as a provider of health care services within the scope of physical therapy practice.
- seek out opportunities to continue development of personal humanistic qualities while striving for excellence in personal and physical therapy activities.
- be sensitive to the needs of each individual encountered as well as the changing health needs of society as a whole.
- maintain a flexible attitude towards new developments in physical therapy.

Competencies:

At the completion of this program the graduate should be able to:

1.0 Assist the physical therapist in determining the physical therapy needs of any patient referred for treatment by gathering data.

- 1.1 Perform and record standardized evaluation techniques.
- 1.2 Assist the physical therapist in the performance of complex evaluation procedures.
- 1.3 Recognize areas in which structures and function are normal or abnormal.
- 1.4 Recognize and report to the physical therapist changes in the patient's status that will affect the treatment plan.

2.0 Implement the designated physical therapy plan of action.

- 2.1 Apply designated treatment procedures in an effective manner that reflects an understanding of each patient's status (physical, emotional, cultural, socio-economic).
- 2.2 Assist the physical therapist in performing complex treatment procedures.
- 2.3 Prepare patients, treatment area and equipment in a manner that assures the patient's dignity, safety, privacy, and treatment efficiency.
- 2.4 Recognize and respond to acute changes in the patient's physiological or emotional state.
- 2.5 Modify treatment procedures as indicated by the patient's response.

3.0 Communicate appropriately and effectively with patients and families, colleagues and the public.

- 3.1 Consistently use effective written, oral and non-verbal communication skills.
- 3.2 Provide desired psycho-social support of patients and their families.

- 3.3 Function as an effective member of the health care team or other working group.
- 3.4 Recognize and respect individual, cultural, socio-economic and religious differences in people.
- 3.5 Recognize and understand one's own personal reactions to illness and disability.
- 3.6 Recognize and respond appropriately to the frustration, anxieties, and other stresses patients and families may experience as well as the mechanisms they employ to cope with those stresses.

4.0 Adhere to safe, ethical and legal practices.

- 4.1 Recognize and understand one's own limitation in practice as a physical therapist assistant.
- 4.2 Make decisions within the scope of practice as a physical therapist assistant.
- 4.3 Recognize and understand the priority of safety in dealing with another individual's physical and and mental well-being.
- 4.4 Accept responsibility for one's own actions and their consequences.

5.0 Participate in the effective operation of a physical service under the direction of a physical therapist.

- 5.1 Perform clerical functions which contribute to the efficient operation of a physical therapy department.
- 5.2. Appreciate the importance of good management practices in the daily operation of a physical therapy service.
- 5.3 Perform appropriate maintenance function designed to maintain:
  - equipment and supplies
  - appropriate environmental conditions
- 5.4 Effectively supervise other supportive personnel.

6.0 Apply selected educational procedures in patient, staff and clinical education.

- 6.1 Recognize the importance of teaching as a function of the physical therapist assistant.
- 6.2 Implement appropriate teaching methods to accomplish stated goals for a given situation.

7.0 Function as an effective health care provider within the community and health care system.

- 7.1 Understand the basic organization and function of the health care system.
- 7.2 Recognize major issues and trends which have influence on the field of physical therapy.
- 7.3 Interpret within the community the profession of physical therapy and the role of the physical therapist assistant.
- 7.4 Participate in and appreciate the function of appropriate national professional associations.

8.0 Accept that being a health care provider is a continuing process and assume responsibility for continued development.

- 8.1 Assume responsibility for one's own learning
- 8.2 Perform in a manner which reflects an acceptance of the value of becoming a physical therapist assistant.
- 8.3 Accept the value of and participate in activities for continued development:
  - participate in appropriate continuing education programs
  - read and interpret appropriate literature
  - discussion with colleagues

Master of Health Education

The objective of the program is to prepare academic and clinical faculty for Associate Degree and Baccalaureate Degree programs in physical therapy. The curriculum provides a program at the graduate level that permits students who have completed their education as physical therapists to structure a program to meet their specific needs and objectices as more highly skilled educators and practitioners.

Accreditation

The Bachelor of Science program curriculum is accredited by the American Physical Therapy Association. Graduates are eligible for the licensing examination required to practice physical therapy.

The Associate of Science program is accredited by the American Physical Therapy Association. Graduates are eligible for the licensing examination required to practice physical therapy.

Academic Promotion and Graduation

Refer to the General Information Section of this **Catalog.**

Final grades for academic courses and units taught by the physical faculty are given on an A, B, C, or F scale. The grade of "D" is not acceptable in any course taught by MCG faculty. If a student earns a "D" in a course taught outside the Department of Physical Therapy, the grade is considered a failing grade and the student is subject to dismissal from the program.

Students must meet the minimum level of proficiency established for each course or unit. Minimal level of proficiency is usually at the 75 or 80% level (as specified by each instructor) of correct responses in written, oral, and/or practical examinations plus satisfactory completion of other course requirements. This applies to courses taught by the physical therapy faculty.

Satisfactory progress through the curriculum depends on satisfactory completion of each course/unit at the time the course/unit is offered.

Incompletes may be given in any course or unit under extenuating circumstances at the discretion of the instructor(s). Incompletes must be made up in accordance with MCG policy.

A student who earns a grade of "F" in any course or unit is subject to dismissal from the program.

Non-Academic Exclusion

A student may be denied permission to continue enrollment in the Department of Physical Therapy if, in the opinion of the faculty, the student's knowledge, character or mental or physical fitness cast grave doubts upon his/her potential capacities as a physical therapist assistant, physical therapist, or physical therapy educator.

Financial Aid

Refer to General Information Section of this **Catalog.**

In addition to sources of financial aid available to all college students there may be aid available specifically for student enrolled in the physical therapy curriculum. For information contact: Chairperson, Department of Physical Therapy, Medical College of Georgia.

Associate in Science Degree

Admission Requirements

Applicants may attend any accredited college or university for the freshman year; however, all requirements of the Medical College of Georgia must be met. Preference will be given those applicants with demonstrated superior academic ability. Prospective applicants are encouraged to contact Department of Physical Therapy early in their academic careers to ensure completing the necessary prerequisites. It is suggested that applicants obtain some knowledge of the field of physical therapy through practical experience before interview. Accepted students are admitted to the program at the beginning of each fall quarter.

Specific Requirements

The curriculum for the freshman year must show a minimum of 45 quarter hours of acceptable work including the following courses:

Area I — Humanities	**Hours**
Composition	5
Humanities	5
Total	10

(Select from courses in art, creative writing, humanities, languages, literature, music, religion, journalism and speech.)

Area II — Mathematics and Natural Sciences	**Hours**
Physical Science	5
General Biology (with lab)	5
Total	10

Area III — Social Sciences	**Hours**
Psychology	5
History	5
Political Science	5
Total	15

Area IV — Major Area
(Electives) Total 10 Hours
(Select from any areas of interest. The Department of Physical Therapy encourages flexibility in meeting admission requirements. Students are encouraged to take courses in a broad spectrum rather than concentrating in the sciences.)

Application Procedures

Application forms may be obtained from the Office of Academic Admissions.

Applications should be submitted between January 1 and July 1 of the year of anticipated enrollment. Early application is recommended. A transcript should be sent at the end of each quarter as completed. No application fee is required.

1. Applications must be filed no later than July 1 of the year in which one is applying for admission in September.
2. A personal interview will be scheduled for the prospective student after application and transcripts have been filed.
3. Applicants must have completed at least 45 quarter hours (30 semester hours) exclusive of physical education with a minimum average (on a 4.0 system) of C (2.0) overall and a minimum grade of C in all mathematics and science courses.
4. A grade of D is accepted only at the descretion of the department. Class size is limited and not all applicants who meet minimum requirements may be selected. Selection of applicants begins in May of each year.

Estimated Additional Expenses* Specific to Physical Therapist Assistant

Students accepted must be prepared to travel to facilities throughout the United States to complete the clinical practicum during the sophomore year of study.

	Sophomore Year
Books	$ 300
Uniforms	100
Travel	1,000
Students Professional Liability Insurance	15
Total	$1,415

* Matriculation and other fees are stated in the General Information section of this **Catalog.**

Financial assistance for these additional expenses cannot be guaranteed although every effort will be made to assist students with major financial problems.

Curriculum

At the Medical College of Georgia, physical therapist assistants' education involves a 13-month (4-quarter) course of study after completion of one year at an accredited college.

The curriculum covers the sophomore year only, leading to an Associate in Science degree with a major in physical therapist assistant. Integrated within the 13 months of classroom and laboratory experiences are student internships at clinical facilities in various parts of the country.

The curriculum has been planned within the standards for physical therapist assistant education established by the American Physical Therapy Association.

Starting with fall quarter the sophomore year, the curriculum is divided into a unit system rather than quarters. The student's time off is between units and may differ from that of the rest of the School of Allied Health Sciences. For a better understanding of this **Catalog,** however, the courses have been outlined in quarters.

Sophomore Year

Fall Quarter		**Credit Hours**
PTA 201	Functional Anatomy	6
PTA 202	Human Physiology	6
PTA 203	Introduction to Health Care	3
PTA 240	Clinical Practicum I	1
PTA 220	Topics in Physical Therapy I	5
	Total	22

Winter Quarter		
PTA 221	Topics in Physical Therapy II	14
PTA 245	Health Care Communications I	2
PTA 241	Clinical Practicum II	1
	Total	17

Spring Quarter		
PTA 222	Topics in Physical Therapy III	11
PTA 242	Clinical Practicum III	4
PTA 231	Health Care Systems	4
	Total	19

Summer Quarter		
PTA 223	Topics in Physical Therapy IV	7
PTA 243	Clinical Practicum IV	6
PTA 246	Health Care Communications II	2
	Total	15

Bachelor of Science Degree

Admission Requirements

Applicants may attend any accredited college or university for the freshman and sophomore years; all requirements of the Medical College of Georgia must be met. Preference will be given to applicants who have demonstrated superior ability in all academic areas. In planning course work for the first two years, the student should seek a broad base of experiences to help identify areas of interest and competence and give a wide background to meet the varied challenges of modern society. It is strongly suggested that applicants obtain some knowledge of the field of physical therapy through practical experience before interview. Physical therapy is a profession which requires a knowledge of human behavior, physical and psychological, and a knowledge of man's history, literature, art, music, communicative skills, society past and present, economic problems, educational patterns and business methods. Prospective applicants are encouraged to contact the Department of Physical Therapy early in their academic careers to ensure completing the necessary prerequisites. Students are admitted to the program fall quarter each year.

Specific Requirements

The Department of Physical Therapy encourages flexibilty in meeting its requirements. In addition to general admission requirements by the Medical College, and the School of Allied Health Sciences, students are encouraged to take courses that interest them. Courses should include:

Area I — Humanities	**Credit Hours**
Composition	5
Literature	5
Electives	10
Total	20

(Select from courses in art, creative writing, humanities, languages, literature, religion, journalism, and/or speech.)

Area II — Mathematics and Natural Sciences	**Credit Hours**
Mathematics	5
Biology	15
Total	20

(Select courses from college algebra, trigonometry, or advanced mathematics. Select two laboratory courses in general biology, microbiology, zoology, comparative anatomy, embryology and genetics. The third biology course does not necessarily require a laboratory. Only one botany course will be accepted in this area.)

Area III — Social Sciences	**Credit Hours**
History	5
Political Science (Government)	5
Psychology	10
Total	20

(Select courses from anthropology, criminology, geology, geography, economics, philosophy, psychology and sociology.)

Area IV — Courses Supportive to Major	**Credit Hours**
Physics with Lab	10
Electives	20
Total	30

(Select two courses with laboratories covering mechanics and electricity. Other laboratory courses may include heat, light, sound and magnetism. Select elective courses from anthropology, geology, sociology, history and chemistry.

The chemistry requirement may be satisfied if the student has a high school course in which C or better was earned. If the student had no high school chemistry, one college course with a laboratory is required.)

Application Procedures

Application forms may be obtained from the Office of Academic Admissions.

Applications should be submitted between September 1 and March 15 prior to anticipated enrollment. Early application is recommended. Applicants should submit a list of current and/or planned courses and credits. No application fee is required.

1. Applications must be filed no later than March 1; all procedures must be completed by March 15 of the year in which one is applying for admission in September.
2. The Department of Physical Therapy requires a personal interview as part of the application procedure. Due to the large number of qualified applicants, not all applicants are invited to interview. Interviews are scheduled monthly from January through March.
3. Applicants must have completed at least 90 quarter hours (60 semester hours) exclusive of physical educa-

tion with a minimum grade point average (on a 4.0 system) of C (2.0) overall and C + (2.5) in the sciences and mathematics.

4. A grade of D is accepted only at the descretion of the department.

Selection of applicants who meet admission requirements begins in April of each year. Applicants will be notified of final action on their application in April.

Estimated Additional Expenses* Specific to Physical Therapy

Students accepted into the program must be prepared to travel to facilities throughout the United States to complete the internship requirements during the senior year of study.

Some travel will also be required to facilities in Georgia and South Carolina during the junior year.

	Junior Year	Senior Year
Books	$ 350	$ 255
Uniforms	100	50
Travel (depending on location)	200	1,300
Student Professional Liability Insurance	15	15
Total	$665	$1,590

* Matriculation and other fees are stated in the General Information section.

Financial assistance for these additional expenses cannot be guaranteed although every effort will be made to assist students with major financial problems.

Curriculum

The curriculum covers the junior and senior year including the intervening summer, leading to a Bachelor of Science degree with a major in physical therapy. Detailed study of normal human function, structures, and systems is integrated with study of various pathological conditions which interfere with function. The medical, surgical and therapeutic procedures which are used to help the patient regain the maximum function possible are additional topics of study. Students are also introduced to basic research procedures, supervisory and management activities, and educational systems in health care.

Classroom, laboratory, clinical and independent study experiences are provided. Clinical facilities are selected to provide a broad base of experiences in a variety of settings.

Starting winter quarter in the junior year, the curriculum is divided into a unit system rather than quarters. Student's time off is between unit and may differ from the rest of the School of Allied Health Sciences. For the better understanding of the **Catalog**, however, the courses have been outlined in quarters.

Junior Year

Fall Quarter		**Credit Hours**
ANM 330	Gross Anatomy	6
PHY 311	Principles of Human Physiology	5
PT 310	Concepts of Dysfunction I (Unit 1)	11

Winter Quarter		**Credit Hours**
PT 311	Concepts of Dysfunction II (Unit 2)	12
PT 340A	Health Care Communications	2
PT 320	Clinical Experience I	1

Spring Quarter		**Credit Hours**
PT 312	Concepts of Dysfunction II (Units 3 and 4)	17
PT 321	Clinical Experience II	1
PT 322	Clinical Experience III	1
PT 340B	Health Care Communications	2
PT 434	Teaching/Learning Processes	3

Summer Quarter		**Credit Hours**
PT 410	Concepts of Dysfunction IV (Unit 5)	13
PT 340C	Health Care Communications	2

Senior Year

Fall Quarter		**Credit Hours**
PT 411	Concepts of Dysfunction V (Unit 6)	14
PT 420	Clinical Experience A	4
PT 430A	Critical Analysis	2

Winter Quarter		**Credit Hours**
PT 421	Clinical Experience B	6
PT 432	Administration	6
PT 441	Case History Review	2
PT 430B	Research Methodology	4

Spring Quarter		**Credit Hours**
PT 440	Senior Project	5
PT 442	Independent Study	2-5
PT 431	Health Care Issues	4
PT 422	Clinical Experience C	6
PT 443	Seminar	3-5

Master of Health Education

The Department of Physical Therapy provides an educational program at the graduate level to prepare physical therapists for careers as clinical or academic educators. Applicants must have at least two years of experience as a practicing physical therapist and be accepted for admission by the Dean of the School of Graduate Studies. Upon completion of requirements, candidates are awarded the degree of Master of Health Education.

For details refer to School of Graduate Studies section of this **Catalog**.

Physician Assistant

The Physician Assistant Department was established in the School of Allied Health Sciences, Medical College of Georgia, in 1972. The first class was enrolled in January of 1973.

The status of the Physician Assistant was given legal definition and acceptance in the Georgia State Code, H.B. 1591 and 1592.

Purpose

The Physician Assistant Department has as its purpose the education of primary health care providers to work as certified physician assistants, and the enhancement and promotion of the physician assistant role in health care delivery.

Accreditation

The Physician Assistant Program is approved by the American Medical Association's Committee on Allied Health Education and Accreditation.

Admission Requirements

Policy

Admission policies established by the Board of Regents of the University System of Georgia are the responsibility of the faculty, with special consideration for the special requirements of the physican assistant curriculum.

The faculty selects those individuals who are judged most likely to make the best students and graduate physican assistants. Consideration is given to the totality of all credentials including: (1) the demonstrated level and pattern of academic achievement, (2) scores on the Scholastic Aptitude Test, (3) recommendations provided by individuals of the applicant's choosing, (4) assessment of the less tangible qualities of personality, maturity, knowledge of the physician assistant profession and motivation. These latter qualifications are assessed by means of two personal interviews conducted at the Medical College of Georgia. Previous health care experience is desirable but not required.

Academic Requirements

All candidates for admission must meet the following specific requirements.

1. A minimum combined score of 800 on the Scholastic Aptitude Test (waived for holders of bachelor degrees).
2. Ninety quarter (60 semester) hours of transferable college credits (exclusive of physical education courses) from accredited institutions with a minimum G.P.A. of 2.0 (4.0 scale) overall, and in the Math and Science areas. These must include:

Area I- Humanities	**Quarter Hours**
Composition	5
Literature	5
Electives	10
(Suggested electives: art, literature, music, philosophy, foreign language, religion)	
Total	20

Area II-Mathematics and Natural Sciences	
Chemistry with lab (for science majors)	10
Organic Chemistry (survey course preferred)	5
Algebra	5
Total	20

Area III-Social Science	
*History	5
*Political Science	5
General Psychology	5
Elective	5
(Suggested electives in order of preference: general sociology, psychology, history)	
Total	20

Area IV-Courses Supportive to Physician Assistant Major	
Human Growth and Development	5
General Biology (for science majors)	10
Electives	15
(Although not encouraged, non-science electives will be considered. Suggested electives in order of preference: anatomy, physiology, microbiology, histology, genetics, zoology, biology, embryology, physics)	
Total	30

Technical Standards for Admission

Qualification for admission to, and graduation from, the Medical College of Georgia, School of Allied Health Sciences, requires satisfaction of the following technical standards:

1. Sufficient intellectual capacity to fulfill the curricular requirements of the various basic medical science and clinical courses.
2. Ability to effect multimodal communication with patients, colleagues, instructors and other members of the health care community.
3. The physical ability to learn and implement the various technical skills required by the faculty to facilitate preparation for the dependent practice of medicine and the provision of health care.
4. Sufficient emotional stability to withstand the stress, uncertanties and changing circumstances that characterize the dependent practice of medicine.

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* These courses must satisfy Georgia legislative requirements. The State of Georgia requires that any student receiving a degree from any institution in the University System will have demonstrated a proficiency in United States and Georgia Constitution and History. Exemption examinations may be taken by both in- and out-of-state students; however, no credit hours are earned by examination. Electives may be substituted for these courses if these requirements have been met by the exemption examination.

Technical standards have been developed by the Physician Assistant Department for use in evaluation of prospective students. These standards are admissions guidelines and are subject to continuing revision and improvement.

Application Procedures

Application forms may be obtained from the Office of Academic Admissions, Medical College of Georgia, Augusta, Georgia 30912.

Applications may be submitted between September 1 and March 15. Students are enrolled beginning in the fall quarter only. All prerequisites must be completed by the end of the summer quarter preceding enrollment.

Personal interviews are scheduled by the Physician Assistant Department.

Estimated Additional Expenses Specific to the Physician Assistant Department.

	First Year	Second Year
Books and Supplies	$ 350	$ 200
Uniforms and Instruments	380	40
Travel	140	500
Off-campus Housing	—	250
Professional Liability Insurance	15	15
Graduation		25
Total	$885	$1,030

Financial Aid

See General Information section of this Catalog.

Curriculum

The curriculum of the Physician Assistant Program is presented in three phases during 24 consecutive months.

Phase I — all classes conducted on the MCG campus

Fall Quarter		**Credit Hours**
*ANM 332	Systemic Anatomy	7
*PHY 311	Physiology	5
PAD 308	Physical Diagnosis	5
PAD 326	P.A. Seminar	1
PAD 348	Psychosocial Issues in Health Care	3
PAD 302	Medical Terminology	1
		22

Winter Quarter		
*ANM 331	Neuroanatomy	6
*PHY 312	Physiology	5
PAD 328	Clinical Medicine	6
PAD 343	Introduction to Surgical Techniques	3
		20

Spring Quarter		
*CMB 310	Microbiology	5
*PHM 309	Pharmacology	5
PAD 329	Clinical Medicine	6
PAD 330	Ambulatory Care	2
		18

* See School of Medicine for Course Description

Phase II — Summer Quarter of first year through Spring Quarter of second year

Required Clinical Rotations	**Length**	**Credit Hours**
PAD 403 Family Medicine	6 weeks	12
PAD 404 Internal Medicine	6 weeks	12
PAD 405 Pediatrics	6 weeks	12
PAD 406 Obstetrics & Gynecology	6 weeks	12

PAD 407 Mental Health	4 weeks	9
PAD 409 Clinical Laboratory	2 weeks	4
PAD 418 Surgery	6 weeks	12
PAD 420 Emergency Medicine	4 weeks	9
PADE — Elective	4 weeks	8
PADE — Elective	4 weeks	8
	Total	98

Phase III

Summer Quarter

PAD 401	Preceptorship	20

Academic Promotion and Graduation

See General Information section of this Catalog.

After successful completion of the program, the student is awarded a Bachelor of Science degree as a physician assistant, and is eligible to sit for the National Certifying Examination offered by the National Commission on Certification of Physician's Assistants.

Special Needs

All students must be prepared to travel to facilities in Georgia and South Carolina during Phases II and III. Financial assistance for these additional expenses cannot be guaranteed.

The Graduate Physician Assistant

The practicing physician assistant in the State of Georgia is certified by the composite State Board of Medical Examiners. Physician Assistants function under the Physician Assistant Act, the Rules of the composite Board of Medical Examiners and an approved job description. Successful completion of the National Certifying Examination is required.

Radiologic Technologies

General

Radiologic Technologies is a comprehensive term that applies to the science of administering ionizing radiation and other forms of energy to provide technical information and assistance to the physician for the diagnosis and treatment of diseases and injuries. This field offers four specific career paths: radiography, nuclear medicine technology, radiation therapy technology, and diagnostic medical sonography. Although they are closely related, each involves special instrumentation, techniques of application, safety practices, and patient services.

The radiographer examines the patient for broken bones, ulcers, tumors, diseases, or malfunctions of various organs by producing diagnostic images, ready for the physician's interpretation. In many instances, the radiographer and radiologist work as a team, with the radiographer assisting in complex procedures. Responsibilities may include: image production through positioning of patients and operation of clinical instrumentation, radiation safety, patient care, quality control, and image manipulation and processing.

Employment opportunities are abundant and varied for qualified radiographers, including work in hospitals, physician's offices, public health projects, industrial medical clinics, and industrial radiography.

The nuclear medicine technologist aids in the diagnostic process by producing images or dynamic studies of the function and structure of the patient's body organs through the use of radioactive pharmaceuticals. Responsibilities may include: radiation safety, quality control, radiopharmeceutical preparation and administration, operation of clinical instruments, positioning of patients for imaging procedures, collection and preparation of biologic specimens, and conduction of laboratory studies and data analysis.

Nuclear medicine technologist find job opportunities in large and small hospitals, public health institutions and national research institutions.

The radiation therapy technologist is a technical assistant to the radiotherapist in special procedures using radiation-producing equipment for the treatment of disease. The responsibilities of this technologist may include: exposure of diseased areas of the body to x-rays or other forms of high energy radiation, assurance of the safety of patients and personnel, quality control, and maintenance of treatment records.

Employment opportunities abound for the certified radiation therapy technologist who is qualified to work in major cancer treatment centers or other hospitals having high-energy radiation units for therapy.

The diagnostic medical sonographer provides the supervising physician (sonologist) with medical images and physiologic data by use of diagnostic sound waves. The sonographer applies a knowledge of human anatomy and patho-physiology to the production of images that are individualized to meet specific patient situations and needs.

Sonographer responsibilities include: image production through patient positioning and operation of clinical instrumentation, patient care, quality control, technical assistance with interventional procedures, image manipulation and processing, and the preliminary interpretation of the ultrasound examination for the sonologist.

Increasing demand for sonographic services has provided sonographers with job opportunities in various service divisions of hospitals and medical clinics, physician's offices, public health institutions and research facilities.

Objectives

The Department of Radiologic Technologies offers education in radiologic science in a comprehensive format through a variety of programs meeting multiple goals.

Associate curricula educate persons toward certification as entry-level technologists in radiography, nuclear medicine, or radiation therapy technology. These credentialed technologists are needed for numerous positions in every state.

Certificate curricula provide intense specialized education in nuclear medicine, diagnostic medical sonography, or radiation therapy for select individuals with previous medical certification, or as post-baccalaureate education for persons seeking certification in nuclear medicine or sonography. Multi-competency technologists serve in expanded roles with such dual-service capabilities.

Baccalaureate curricula provide dynamic programs of advanced specialty education for certified technologists who seek the concepts and skills of the administrative, educational, technical, or scientific professional. Selected study in these topics allows technologists to fill expanded roles within the system of radiologic service.

The faculty of the department strives to promote public awareness of the professions and to meet the needs of the professions and the community through education, research, and service.

Accreditation

Programs offered through Radiologic Technologies are approved by the Board of Regents of the University System of Georgia and accredited by the Committee on Allied Health Education and Accreditation.

Admission Requirements

Entering class size is limited, so early application is advised. Applicants who meet minimum qualifications are scheduled for a personal interview. Factors considered in selection include academic record and achievement, knowledge of the career(s), SAT scores (or equivalent), recommendations, and evaluations from the personal interview.

The department has developed technical standards for the psychomotor capabilities required for each career area. Individuals will be evaluated according to the standards.

Additional admission requirements are presented with the degree or certificate program information to follow.

Application Procedures

Application must by made through the Office of Academic Admissions. All programs accept one starting class per year for a fall quarter program onset. To assure consideration for the following September, applications should be completed by June 30.

Refer to the General Information section of the **Catalog** for additional information.

Estimated Fees and Expenses

Information regarding quarterly tuition and fees for residents and non-residents is found in the General Information section of the **Catalog.**

Program costs, not including room and board, average $2400 a year for residents and $6000 a year for non residents. These figures are based on a 4-quarter program year. For a 3-quarter program year, the costs average $1900 and $4200 a year, respectively. Specific and updated costs may be requested through the department.

Information on financial aid is in the General Information section of the **Catalog.**

Academic Standards

Refer to the General Information section for institutional academic standards.

Students in all departmental programs must obtain a grade of "C" or better in required major area courses to receive program credit. Major area courses are 1) all professional courses, 2) math/science courses in the core area and 3) area IV courses in programs where applicable. The department reserves the right to probate and/or dismiss a student for validated evidence and findings in any of the following circumstances: insubordination, unprofessional or illegal conduct, intoxication on campus due to alcohol or drugs, or failure to demonstrate those qualities identified as essential to professional practice. Specific department policies and procedures are given to the student upon matriculation.

Graduation Requirements

The General Information section contains institutional graduation requirements for all degree candidates. Each program has an identified curriculum which must be successfully completed, including a designated number of clinical experience hours, competency assessments, and a professional exit examination. Specific data is given to each student upon enrollment. Due to the dynamic nature of these technological services, periodic revision of curricula is performed. Therefore, interested applicants are requested to seek advisement from the department regarding updated curriculum prerequisites and content, as they would pertain to the individual's anticipated period of enrollment.

Programs

Courses of study available through the Department of Radiologic Technologies are:

Associate in Science in Radiography
Associate in Science in Nuclear Medicine Technology
Associate in Science in Radiation Therapy Technology
Certificate in Nuclear Medicine Technology
Certificate in Radiation Therapy Technology
Certificate in Diagnostic Medical Sonography
Bachelor of Science in Nuclear Medicine Technology
Bachelor of Science in Diagnostic Medical Sonography

Associate Curricula

These are 2-year programs open to qualified high school graduates with or without previous college credit. The programs lead to certification in one of the three specialty areas in radiologic technologies. Candidates must have SAT subscores of above 410 in both verbal and math; or eligibility for, or satisfaction of, college algebra and English composition through a regionally accredited college. Applicants should have a strong math/ science academic background for adequate preparation for these programs. Each program includes didactic requirements in liberal arts and professional courses in the specialty , as well as clinical practicum components under supervision of technologists in area hospitals.

Associate in Science Degree — Radiography

Graduates are eligible to sit for the certification examination in radiography offered by the American Registry of Radiologic Technologists.

Curriculum

Fall 1:		**Quarter Hours**
RSC 111	Introduction to Radiologic Professions	2
	Liberal Arts (English Composition I)	5
	Liberal Arts (American History)	5
	Anatomy & Physiology I, or Anatomy	5
	Total	17
Winter 1:		
	Anatomy & Physiology II or Physiology	5(6)
RTR 111	Radiographic Procedures I	5
RTR 131	Radiographic Science I	2
RSC 113	Psychology of the Ill	2
RTR 141	Clinical Practicum	2
	Total	16-17
Spring 1:		
RTR 121	Radiographic Technique I	4
RTR 112	Radiographic Procedures II	4
RSC 233	Radiation Health	3
RTR 142	Clinical Practicum	3
	Total	14
Summer 1:		
RTR 143	Clinical Practicum	3
	Liberal Arts (Algebra)	5
	Liberal Arts (English Composition II)	5
	Liberal Arts (American Government)	5
	Total	18
Fall 2:		
RTR 221	Radiographic Technique II	3
RTR 211	Radiographic Procedures III	3
*PCS 221	Computers in Radiologic Sciences	(3)
RTR 241	Clinical Practicum	6
	Total	12-15

Winter 2:

RSC 202	Imaging & Therapeutic Modalities:	2
RTR 231	Radiologic Science II	3
RTR 242	Clinical Practicum	7
	Total	12

Spring 2:

RTR 251	Seminar	2
RTR 243	Clinical Practicum	10
	Total	12

Summer 2:

RTR 252	Seminar	2
RTR 244	Clinical Practicum	10
	Total	12

Total Credit Hours: 113/117

*Optional course

Associate in Science Degree Nuclear Medicine Technology

Applicants must show evidence of ability to be successful in college math at the pre-calculus level prior to admission.

Graduates are eligible to sit for the registries listed under the Certificate-Nuclear Medicine Technology Program.

Curriculum

Fall 1:		Quarter Hours
RSC 111	Introduction to Radiologic Professions	2
NMT 211	In-vivo Nuclear Medicine I	5
ANM 310	Survey of Human Anatomy	5
	*College Composition I	5
	Total	17

Winter 1:

PHY 210	Introductory Human Physiology	6
MNT 212	In-vivo Nuclear Medicine II	5
	*College Composition II	5
RCS 113	Psychology of the Ill	2
	Total	18

Spring 1:

AHS 310	Biomedical Ethics	2
NMT 143	Clinical Practicum	3
	* Pre-calculus Mathematics	5
	*American Government	5
	Total	15

Summer 1:

NMT 144	Clinical Practicum	2
	*General Chemistry I	5
	*US History	5
	Total	12

Fall 2

PCS 231	Introduction to Radiation Physics	4
PCS 221	Computers in Radiologic Sciences	3
NMT 241	Clinical Practicum	6
	Total	13

Winter 2:

PCS 232	Nuclear Instrumentation	5
RSC 202	Imaging & Therapeutic Modalities	2
NMT 242	Clinical Practicum	6
	Total	13

Spring 2:

NMT 213	In Vitro Nuclear Medicine	4
RSC 233	Radiation Health	3
NMT 243	Clinical Practicum	6
	Total	13

Summer 2:

NMT 244	Clinical Practicum	10
NMT 201	Seminar	2
	Total	12
	Total Credit Hours	111

*Course taught at Augusta College.

Associate in Science Degree — Radiation Therapy Technology

An applicant must show evidence of the ability to be successful in college math at the pre-calculus level. Graduates are eligible to sit for the Radiation Therapy certification examination offered by the American Registry of Radiologic Technologists.

Curriculum

Fall 1:

		Quarter Hours
RSC 111	Introduction to Radiologic Professions	2
RTT 201	Radiation Therapy I	4
ANM 310	Survey of Human Anatomy	5
	*Physical Science I	5
	Total	16

Winter I:

RSC 113	Psychology of the Ill	2
RTR 231	Radiologic Science II	3
PHY 210	Introductory Human Physiology	5(6)
	*College Composition I	5
	Total	15-16

Spring 1:

RTT 143	Clinical Practicum	2
	*College Composition II	5
	*American Government	5
	Total	12

Summer 1:

RTT 144	Clinical Practicum	2
	* Pre-calculus Mathematics	5
	*US History	5
	Total	12

Fall 2:

PCS 231	Introduction to Radiation Physics	4
PCS 221	Computers in Radiologic Sciences	3
RSC 421	Pathology	3
RTT 241	Clinical Practicum	3
	Total	13

Winter 2:

RSC 202	Imaging & Therapeutic Modalities	2
RTT 231	Dosimetry I	5
RTT 221	Radiation Oncology I	3
RTT 213	Quality Assurance	3
RTT 242	Clinical Practicum	3
	Total	16

Spring 2:

RSC 233	Radiation Health	3
RTT 232	Dosimetry II	5
RTT 222	Radiation Oncology II	3
RTT 243	Clinical Practicum	3
	Total	14

Summer 2:

RTT 215	Seminar	2
RTT 244	Clinical Practicum	10
	Total	12
	Total Credit Hours:	108/109

*Course taught at Augusta College.

Certificate — Nuclear Medicine Technology

The 12-month curriculum in nuclear medicine technology is open to registered radiographers, registered medical technologists, registered nurses or suitably prepared persons with bachelor's degrees. This program is designed for the technologist who primarily performs imaging procedures. Graduates are eligible to sit for the certification exams given by the American Registry of Radiologic Technologists, and the Nuclear Medicine Technology Certification Board.

Curriculum

Fall		Quarter Hours
PCS 231	Introduction to Radiation Physics	4
PCS 221	Computers in Radiologic Sciences	3
NMT 211	In Vivo Nuclear Medicine I	5
NMT 241	Clinical Practicum	6
	Total	18

Winter		
PCW 232	Nuclear Instrumentation	5
NMT 212	In Vivo Nuclear Medicine II	5
RSC 401	Survey of Computed Tomography & Ultrasonography (optional)	3
NMT 242	Clinical Practicum	6
NMT 436	Computer Applications in Nuclear Medicine I	3
	Total	22

Spring		
AHS 310	Biomedical Ethics	2
RSC 233	Radiation Health (for non RTS)	3
NMT 213	In Vitro Nuclear Medicine	4
NMT 243	Clinical Practicum	9
NMT 437	Computer Application in Nuclear Medicine II	2
	Total	20

Summer		
NMT 201	Seminar	2
NMT 244	Clinical Practicum	10
	Total	12
	Total Credit Hours	64-70

Certificate — Radiation Therapy Technology

The 12-month curriculum in radiation therapy technology is open to certified radiologic technologist or, in limited circumstances, other suitably prepared health professionals. Graduates are eligible to sit for the certification examination offered by the American Registry of Radiologic Technologists.

Curriculum

Fall		Quarter Hours
PCS 231	Introduction to Radiation Physics	4
PCS 221	Computers in Radiologic Sciences	3
RCS 421	Pathology	3
RTT 201	Radiation Therapy I	4
RTT 241	Clinical Practicum	3
	Total	17

Winter		
RSC 401	Survey of Computer Tomography & Ultrasonography	3
RTT 231	Dosimetry I	5
RTT 221	Radiation Oncology I	3
RTT 213	Quality Assurance	3
RTT 242	Clinical Practicum	3
	Total	17

Spring		
RSC 233	Radiation Health	3
RTT 232	Dosimetry II	5
RTT 222	Radiation Oncology	3
RTT 243	Clinical Practicum	3
	Total	14

Summer		
RTT 215	Seminar	2
RTT 244	Clinical Practicum	10
	Total	12
	Total Credit Hours	60

Certificate — Diagnostic Medical Sonography

The twelve-month curriculum is designed for those individuals previously qualified in a clinically related health profession. It provides paraprofessionals with the educational requirements and clinical experience to sit for the ARDMS certification examination in physics/general medicine and the imaging specialties of abdomen and obstetrics/gynecology.

Admission Requirements

Applicants for admission must possess a high school diploma or equivalent, and have qualifications in a clinically related health profession, with a minimum of two years education in an accredited educational program. Examples of such professions are radiography nuclear medicine technology, medical technology, nursing, etc.

Specific Academic Requirements

1) Applicants must possess a minimum of 800 on the Scholastic Aptitude Test.
2) Applicants must have completed post-secondary education in general anatomy and physiology, introductory physics and precalculus mathematics.
3) A minimum grade point average, for all post-secondary coursework, of 2.5 is required with a math and science GPA of 3.0. Preference is given to those individuals with high scholastic abilities.

Curriculum

Fall Quarters		**Quarter Hours**
RSC 421	Pathology	3
PCS 221	Computers in Radiologic Sciences	4
DMS 311	Sonologic Applications (GYN)	4
DMS 302	Cross-Sectional Anatomy	3
DMS 241	Clinical Practicum I	2
		16

Winter Quarter		**Credit Hours**
PCS 335	Physics of Diagnostic Sonography	4
DMS 312	Sonologic Applications (OB)	4
DMS 313	Sonologic Applications (Abdomen)	4
DMS 335	Conference I	2
DMS 242	Clinical Practicum II	4
		18

Spring Quarter		**Credit Hours**
DMS 422	Special Topics	2
DMS 243	Clinical Practicum III	9
DMS 336	Conference II	2
AHS 310	Professional Ethics	2
		15

Summer Quarter		**Credit Hours**
DMS 451	Sonographic Survey	2
DMS 244	Clinical Practicum IV	9
DMS 337	Conference III	2
		13
	Total Credit Hours	62

Estimated Added Expenses Specific to Diagnostic Medical Sonography Junior (Certificate) students.

Travel Spring and Summer Quarter (optional)	$300/quarter

Bachelors of Science Degree Diagnostic Medical Sonography

A 2+2 baccalaureate program is offered to qualified applicants who have obtained 90 hours of college credit (to include pre-calculus math, anatomy and physiology, and general physics courses). The curriculum includes the basic requirements of the 12-month certificate program in sonography plus additional professional courses at the baccalaureate level. A curricular plan is available to graduates from a two-year Allied Health program who desire to achieve both certification and a bachelor's degree in sonography. Interested persons should contact the Department of Radiologic Technologies.

Curricula

Senior year curriculum for college students enrolled in the 2 + 2 program, following completion of the MCG Certificate DMS Program.

Fall Quarter*		**Quarter Hours**
HSA 495B	Introduction to Management	3
HS 450	Elementary Medical Statistics	3
AHS 400	Survey of Education	3
RSC 410	Patient Care	3
ANM 338	Systemic Anatomy	7
		19

Winter Quarter		
HS 455	Introductory Research Methodology	3
MS 342	Clinical Practicum VI	6
MS 338	Conference IV	3
		12

Spring Quarter		
DMS 322	Directed Study	4
MS 343	Clinical Practicum VII	6
PSC 432	Basic Biomedical Electronics	3
MS 339	Conference V	3
		16
	Total Quarter Hours	47

* DMS 341 (Clinical Practicum V) may be substituted Fall Quarter if prescribed course has been taken.

Estimated Added Expenses Specific to Diagnostic Medical Sonography Senior students.

Travel (optional)	Winter and Spring Quarter $300/quarter

Bachelor of Science Degree — Radiologic Technology — Nuclear Medicine Technology

The Department offers post certification baccalaureate programs in radiography and nuclear medicine technology that provide a track system supportive of the expanded roles of technologists at the baccalaureate level. Tracks are available in education, management, and science, with the capability of designing special tracks to meet individual needs of students. The programs average 6-8 quarters in length, and complement associate degree education in radiography or nuclear medicine, or the certification training of technologists who possess little or no previous liberal arts coursework.

Persons interested in a baccalaureate degree in Radiologic Technology but who possess a general liberal arts background only should apply rather to the Associate Program in Radiologic Technology. A baccalaureate degree may then be attempted by qualified individuals over a 3-6 quarter period, depending on transferred credits. Individuals should seek advisment through the department as early as possible.

Applicants to the Nuclear Medicine Technology baccalaureate program who have obtained 90 or more quarter hours of college credits (including pre-calculus and chemistry) should contact the department for advisement regarding a special 2 + 2 curriculum which includes the basic requirements for the Associate Nuclear Medicine Technology Program for certification, and the science track of the Bachelor's Nuclear Medicine Technology Program.

Admission Requirements

1. National certification by recognized certifying body. Forty-five quarter hours of professional academic credit may be awarded for certification to registered technologists by individual evaluation, transfer of associate degree college credit or validation examination. Individuals who are recently registry-eligible may be admitted into the junior year; however, advancement into the senior year is dependent on certification. The number of students admitted is limited and competitive.
2. *Liberal arts course requirements:

Anatomy & Physiology	10 Quarter Hours
English Composition	10 Quarter Hours
Math (at least pre-calculus)	5-10 Quarter Hours
Social Sciences	10 Quarter Hours
Chemistry (NMT only)	5-10 Quarter Hours

*Variances in the number of hours or area of the above outlined courses will be evaluated on an individual basis. Course deficiencies in any or all of the liberal arts area can be completed at MCG or at the applicant's local college or university under the advisement of the Department of Radiologic Technologies prior to enrollment at MCG.

Curricula

Junior Year —Radiologic Technology

Fall Quarter		**Quarter Hours**
** HS 450	Medical Statistics	3
†AHS 400	Survey of Education	3
**HS 405	Intro to Management	3
Track course (see Junior Year Tracks)		5
		14

Winter Quarter		
*CSC 235	Introduction to Computer Science	5
**HS 455	Introductory Research Methodology	3
Track course (see Junior Year Tracks		5
*Liberal Arts	Elective	5
		18

Spring Quarter		
PCS 432	Basic Biomedical Electronics	3
*Liberal Arts	Electives (3)	15
		18

Junior Year —Nuclear Medicine Technology

Fall Quarter		**Quarter Hours**
**HS 450	Medical Statistics	3
*AHS 400	Survey of Education	3
Track course (see Junior Year Tracks)		5
*Liberal Arts	Elective	5
		16

Winter Quarter		
NMT 436	Computer Applications in Nuclear Medicine I	3
**HS 455	Introductory Research Methodology	3
Track course (see Junior Year Tracks)		5
*Liberal Arts	Elective	5
		16

Spring Quarter		
NMT 437	Computer Applications in Nuclear Medicine II	2
PCS 432	Basic Biomedical Electronics	3
*Liberal Arts	Electives (2)	10
		15

Junior Year Tracks

Fall Quarter	**Quarter Hours**
Education: *Educational Psychology	5
Management: *Computing and Data Processing	5
Education & Management: *Educational Psychology	5

Winter Quarter

Education: *Educational Measurement	5
Management: *Principles of Accounting II	5
Education & Management: *Management Elective	5

Senior Year —Radiologic Technology

Fall Quarter		**Quarter Hours**
PCS 435	Medical Physics & Instrumentation	5
RSC 421	Pathology	3
Track (see Senior Year Tracks)		5-6
RSC 410	Patient Care	3
		16-17

Winter Quarter		
PCS 436	Advanced Physics of Radiologic Technology	5
RSC 401	Survey of Computed Tomography & Ultrasonography	3
Track (see Senior Year Tracks)		5-6
RTR 442	Clinical Practicum	3
		16-17

Spring Quarter		
RTR 437	Quality Control	3
RTR 411	Special Procedures	2
RTR 422	Special Topics in Radiology	2
	Preceptorship & Clinical Practicum	6
		13

Senior Year —Nuclear Medicine Technology

Fall Quarter		**Quarter Hours**
PCS 435	Medical Physics & Instrumentation	5
RSC 421	Pathology	3
Track (see Senior Year Tracks)		6
RSC 410	Patient Care	3
NMT 441	Clinical Practicum	3
		20

Winter Quarter		
NMT 423	Radiochemistry Laboratory Procedures	5
RSC 401	Survey of Computed Tomography & Ultrasonography	3
Track (see Senior Year Tracks)		6
NMT 442	Clinical Practicum	3
		17

Spring Quarter		
AHS 310	Biomedical Ethics	2
PCS 437	Advanced Physics of NMT	5
NMT 421	Organ Imaging in NMT (opt.)	3
NMT 422	Special Topics in NMT (opt.)	2
Preceptorship or Clinical Practicum		3
		15

Senior Year Tracks

Fall Quarter		**Quarter Hours**
Education:		
RSE 430	A-V Methods & Materials	3
RSE 431	Teaching Methods	3
Management:		
**HS 380	Health Care Seminar	2
RSM 431	Departmental Design	3
Education & Management:		
**HS 380	Health Care Seminar	2
RSE 431	Teaching Methods	3

Winter Quarter		
Education:		
RSE 432	Curriculum Development	3
RSE 412	Clinical Instruction & Assessment or	
RSE 443	Teaching Preceptorship	3
Management:		
**HS 425	Budgeting & Finance for Health Care	2
RSM 432	Management of the Radiology Department	3
Education & Management:		
**HS 425	Budgeting & Finance for Health Care	2
RSM 432	Curriculum Development	3

Spring Quarter

Education:		
RSE 412	Clinical Instruction & Assessment or	
RSE 443	Teaching Preceptorship	3
Management:		
RSM 443	Management Preceptorship	3
Education & Management:		
RSE 412	Clinical Instruction & Assessment or	
RSE 443	Teaching Preceptorship	3
RSM 443	Management Preceptorship	3

* Designates courses taught at Augusta College.

** See Health Systems and Information Services Course Descriptions.

+ See Interdepartmental Course Descriptions under Allied Health.

Respiratory Therapy

Objectives

Respiratory Therapy is an allied health specialty employed in the treatment, management, and control and care of patients with deficiencies and abnormalities associated with respiration.

This includes the therapeutic use of medical gases, air, and oxygen-administering apparatus, environmental control systems, humidification and aerosols, drugs and medication, ventilatory assistance and ventilatory control, postural drainage, chest physiotherapy, breathing exercises, respiratory rehabilitation, the assistance with cardiopulmonary resuscitation, and maintenance of natural and prosthetic airways.

Specific techniques can be used in respiratory therapy to assist in diagnosis, monitoring, treatment and research. This includes measurement of ventilatory volumes, pressures, flow rates and blood gas analyses.

Since respiratory therapy as a special health area is broadly defined and parallels closely other professional areas, it should be realized that such therapy interrelates with patient care performed by nurses, physical therapists and other technologists.

The proper management and education of the respiratory therapy worker is a common duty of the respiratory therapist.

The promotion, planning and implementation of varied types of research for the benefit of the public and the patient, as well as the growth of the profession, is often performed by respiratory therapists.

Opportunities

The Registered Respiratory Therapist (R.R.T.) works in hospitals, clinics, laboratories, colleges and universities. Jobs also exist within commercial companies in sales and contract service. The registered therapist may work strictly as a clinician, or in other areas of management, education or research.

There is an acute shortage of registered therapists. As of 1984 there are less than 30,000 registered therapists in a profession of 100,000 respiratory therapy practitoners. These individuals assume most of the job functions and have increased responsibility and salary.

Accreditation

The program of respiratory therapy is accredited by the Joint Review Commission on Respira-Therapy Education (JRCRTE). This body is sponsored by the American Association for Respiratory Therapy.

Admission Requirements

Associate in Science

The associate degree program in respiratory therapy is designed to prepare students for entry-level employment as respiratory therapists. The associate degree is open to high school graduates with or without previous experience. It is recommended that high school students applying to this program have high school preparation in math, chemistry, and physics. Applicants must have evidence of SAT scores of at least 400 in Verbal and 400 in Math; or eligibility for, or satisfaction of, college algebra and English composition through a regionally accredited college. The program consists of seven quarters beginning in the fall quarter and integrates both didactic and clinical education.

Upon successful completion of the program, graduates are eligible to sit for the National Registation Exam offered by the National Board for Respiratory Therapy.

Graduates of the associate degree program who wish to pursue a baccalaureate degree may apply for admission to the bachelor degree program. Selected applicants will pursue individualized tracts which emphasize management, education, or research, dependent upon their area of interest.

Bachelor of Science

Applicants may transfer to the Medical College following completion of the freshman and sophomore years with a minimum of 90 quarter hours of course work, exclusive of physical education. Applicants are encouraged to apply in the fall of the year prior to the year of admission. All general education core requirements should be met prior to transfer.

A minimum grade point average of 2.0 (C) overall, and a 2.5 (C+) in math and science is required for consideration for admission. Course work should include the following:

Area I — Humanities	**Quarter Hours**
*Composition	5
*Literature	5
*Humanities	10
	20

Selection should be made from courses in art, creative writing, humanities, languages, literature, religion, journalism, and/or speech.

Area II — Natural Sciences	**Quarter Hours**
*Mathematics	5

Selections should be made from courses in college algebra, trigonometry, pre-calculus or advanced mathematics.

Chemistry	10

Selections should be made from laboratory courses only. Students must have exposure to inorganic and organic chemistry.

Physics	5

Selections should be made from laboratory courses only in mechanics, heat, light, electricity and magnetism. Students must have an understanding of the gas laws.

Total	20

Area III — Social Sciences	**Quarter Hours**
*History	5
*Political Science (Government)	5
*Psychology	10
Total	20

Area IV — Courses Supportive to the Major

Biological Sciences	15

Selections should be made from laboratory courses only in general biology, microbiology, zoology, (vertebrae preferred), comparative anatomy, embryology and genetics.

Electives	
Supportive to the major	15
Total	30

*Meets the University System of Georgia Core Requirements

Application Procedures

Application forms may be obtained from the Office of Academic Admissions, Medical College of Georgia, Augusta, Georgia 30912. Applicants are responsible for gathering necessary information to complete the application. A personal interview is required and should be scheduled after the initial application and transcript have been filed.

Estimated Expenses Specific to Respiratory Therapy

	Junior	Senior
Books	$300	$200
Instruments	50	—
Uniforms	50	25
Field Trips	100	800
Professional Liability Insurance	12	12
	$512	$1,037

Financial Aid

In addition to the sources of financial aid available to all college students, there are some sources available specifically for students enrolled in a respiratory therapy curriculum. For information on these sources contact: Chairman, Department of Respiratory Therapy, Medical College of Georgia.

Curriculum

The respiratory therapy curriculum involves a two-year (seven-quarter) course study. Upon successful completion of the curriculum, the graduate is recommended to sit for the National Registration Exam offered by the National Board for Respiratory Therapy.

The respiratory therapy curriculum is designed as a continuum of learning experiences organized to promote the personal and professional growth of the student. The main objective of the program is to prepare the student to function as a clinician. However, the diversity of the profession warrants exposure of the student to education, research methodology and management practices.

The curriculum is divided into three components: the basic sciences, professional didactic concepts and methodology, and practical clinical experiences.

The basic sciences include human anatomy, microbiology, physiology, medical terminology, pharmacology and a study of diseases of the heart and lungs.

The professional course work is a structured study of the principles and practices of respiratory care. The course of study progresses to instruction in advanced techniques used to detect and treat respiratory disorders.

The clinical practicum portion of the curriculum consists of the actual application of the various techniques used for the evaluation and treatment of the patient. The relationship of the therapist to the patient and other health-care workers is also stressed.

During the fall quarter of the senior year of the bachelor's degree program, opportunities exist to study the principles of management, education, and research. The last quarter of the senior year offers the chance for additional clinical experience in any area in the profession of special interest to the student.

Special Needs

Students accepted must be prepared to travel to facilities throughout the Southeastern United States to complete clinical practice requirements in the senior year. Travel may also be required to facilities in Georgia and South Carolina during the junior year. Financial assistance for these additional expenses cannot be guaranteed, although every effort is made to assist students with major financial problems.

Associate Degree

Freshman Year

Fall		**Credit Hours**
ANA 310	— Survey of Human Anatomy	5
RTH 101	— Introduction to Respiratory Therapy	3
RTH 101 L	— Clinical Lab	2
*MAT 107	— College Algebra	5
		15

Winter		
PHY 210	— Introduction to Human Physiology	5
*CHM 105	— Basic Chemistry	5
RTH 105	— Basic Respiratory Therapy Equipment & Modalities	6
RTH 105L	— Clinical Lab	2
RTH 100	— Clinical Practicum I	4
		22

Spring		
*BIO 310	—Microbiology	5
*ENG 101	English Comp. I	5
RTH 102	—Clinical Practicum II	4
RTH 110	—Cardiopulmonary Pathophysiology	5
		19

Summer		
RTH 207	—Methods of Ventilatory Alteration	4
RTH 210	—Intensive Respiratory Care	4
RTH 210 L	—Intensive Respiratory Care Lab	1
RTH 205	—Ventilation, Quantitation & Clinical Evaluation	3
*ENG 102	—English	5
RTH 209	—Pulmonary Rehabilitation	2
		19

Sophomore Year

Fall		
*POL 101	—Political Science	5
RTH 202	—Clinical Practicum III	8
RTH 214	—Respiratory Therapy Pharmacology	1
RTH 217	—Newborn Pediatric Respiratory Care	4
		18

Winter		
PSC 101	—Physical Science	5
RTH 204	—Clinical Practicum IV	8
RTH 212	—Pulmonary Functions	4
*HIS 211 or —212	—American History	5
		22

Spring		
RTH 208	—Clinical Internship	16
RTH 250	—Respiratory Therapy Seminar	2
RTH 224	—Library Research	2
		20

Courses offered through Augusta College

Bachelor's Degree

Junior Year

Fall

		Credit Hours
RTH 299	—Medical Terminology	2
RTH 301	—Respiratory Therapy Orientation	3
**PHY 311	—Principles of Human Physiology I	5
**ANM 330	—Human Systematic Anatomy	7
RTH 301L	—Respiratory Therapy Lab	2
		19

Winter

RTH 300	—Clincal Practicum I	4
RTH 305	—Basic Respiratory Therapy Appliances and Modalities (to include PT)	6
RTH 305L	—Clinical Lab	2
**PHY 312	—Principles of Human Physiology II	5
RTH 304	—CPR	2
		19

Spring

RTH 302	—Clincal Practicum II	4
RTH 310	—Cardiopulmonary Pathophysiology (To include Chest Radiology)	5
**PHM 301	—Undergraduate Pharmacology	5
*MIB 310	—Introductory Microbiology	5
		19

Summer

RTH 312	—Clinical Presentations	2
RTH 405	—Ventilation, Quantitation, & Clinical Evaluation	3
RTH 407	—Methods of Ventilatory Alteration	4
RTH 410	—Intensive Respiratory Care	4
RTH 409	—Pulmonary Rehabilitation	2
RTH 410L	—Intensive Respiratory Care Lab	1
		16

Senior year

Fall

RTH 402	—Clinical Practicum III	8
RTH 414	—Respiratory Therapy Pharmacology	1
RTH 417	—Newborn & Pediatric Respiratory Care	4
HS 410	—Department System Management Techniques	3
AHS 400	—Survey of Education	3
		19

Winter

RTH 404	—Clinical Practicum IV	8
RTH 412	—Pulmonary Functions	3
RTH 424	—Library Research	2
RTH 303	—Independent Study (Optional)	3
Elective	—Education, Management & Research	5
		18-21

Spring

RTH 408	—Special Clinical Rotation	16
RTH 450	—Respiratory Therapy Seminar	2
		18

* Courses taken through Augusta College

** See School of Medicine Course Descriptions

Academic Standards

Refer to the General Information section of this **Catalog.** The Department of Respiratory Therapy reserves the right to place a student on departmental probation and to deny permission to continue enrollment in the Department of Respiratory Therapy if in the opinion of the faculty, the student's knowledge, clinical performance, character or mental or physical fitness cast grave doubts upon his/her potential capacities as a Respiratory Therapist.

Graduation Requirements

The General Information section contains requirements for graduation. The faculty of the Department of Respiratory Therapy make recommendations for graduation based upon a student's ability to develop qualities considered essential for the profession. In addition a comprehensive written and oral final exam is required.

Course Descriptions

Note: Course hours are designated as lecture-lab-credit hours, e.g. (3-2-4 hours)

Associated Dental Sciences

B. Pollard, Chairman; J. Brown; T. Butler; J. Catherman; M. Damon; M. Downey; N. Mellinger; W. Williams; G. Winkley

Dental Hygiene

DH 100-300. Pre-Clinical Dental Hygiene. (1-10-6)
DH 101-301. Clinical Dental Hygiene I. (0-9-4 hours)
DH 102-302. Clinical Dental Hygiene II. (0-9-4 hours)
Prerequisite: Dental Hygiene student

These courses provide the opportunity to gain knowledge and skills in delivery of patient care for which the dental hygienist is responsible. Emphasis is comprehensive oral disease control. Each quarter offers opportunity for patient involvement in the Dental Hygiene Clinic.

DH 110-310. Introduction to Patient Care. (2-0-2 hours)

DH 111-311 Clinical Dental Hygiene Lecture I. (3-0-3 Hours)
Prerequisite: Dental Hygiene Student

Introduction to fundamental concepts, principles and skills essential to comprehensive oral hygiene care. Topics include: medical dental history, oral inspection, aseptic techniques, patient education, and hard and soft deposits. Practical experience in applying principles and skills learned is provided in pre-clinical and clinical courses.

DH 112-312. Clinical Dental Hygiene Lecture II. (3-0-3 hours)
Prerequisite: DH 111, 311

Review of procedures and objectives for total patient care. Discussions center on (1) problems presented by patients with special needs, and (2) treatment modifications and additional services needed to bring these patients to optimum oral health.

DH 120-320. Dental Anatomy and Morphology. (1-2-2 hours)
Prerequisite: Dental Hygiene student

A study of growth and development of the human dentition, dental terminology and tooth morphology.

DH 124-324. Dental Auxiliary Utilization. (1-2-2 hours)
Prerequisite: Dental Hygiene student

Techniques and practice in sit-down, four-handed dentistry are presented.

DH 125-325. Dental Materials and Dental Auxiliary Utilization Laboratory. (1-3-2 hours)
Prerequisite: Dental Hygiene student

This course provides instruction in the chemistry and physics of dental materials used by dental hygienists. Experience in the manipulation and delivery of dental materials is obtained in the laboratory and during clinical rotations.

DH 145-345. Interpersonal Communication. (1-2-2 hours)

An intensive, didactic and experiential course on the dynamics of interpersonal communication. Emphasized is the accurate discrimination between effective and ineffective communication.

DH 141-341. Dental Health Education. **(1-0-1 hours)**

Activities focus on elementary school groups and methods for effective dental health education. Independent and group projects are completed prior to teaching in the Richmond County school system. Continuing education table clinics are designed and presented to peer groups.

DH 200-400. Clinical Dental Hygiene III. **(0-12-6 hours)**
DH 201-401. Clinical Dental Hygiene IV. **(0-12-6 hours)**
DH 202-402. Clinical Dental Hygiene V. **(0-12-6 hours)**
Prerequisite: Dental Hygiene student

These courses are continuation of the first-year dental hygiene clinic courses. Opportunity is afforded the student to expand both knowledge and technique. The development and practice of skills necessary in the treatment and prevention of oral disease is emphasized.

DH 211-411. Clinical Dental Hygiene Lecture III. **(2-0-2 hours)**
DH 212-412. Clinical Dental Hygiene Lecture IV. **(2-0-2 hours)**
DH 213-413. Clinical Dental Hygiene Lecture V. **(2-0-2 hours)**
Prerequisite: Dental Hygiene student

These courses are companion courses to second-year clinical practicum. Instruction centers on patient management, treatment planning and providing optimum oral health, within the scope of dental hygiene. Practice management, ethics and jurisprudence are discussed.

DH 224. Intramural Clinic I. **(0-2-1 hours)**
DH 225. Intramural Clinic II. **(0-2-1 hours)**
Prerequisite: Associate Degree Dental Hygiene student

Students observe and assist School of Dentistry students practicing techniques and skills obtained in DH 125.

DH 241-441. Introduction to Public Health **(3-2-4 hours)**
Prerequisite: Dental Hygiene student

The history, philosophy and organization of public health are presented. The relationship of public health to dentistry is explored. Sociological determinants of public health programs are identified. Epidemiological studies will be reviewed prior to field application. The scope and dental relevance of public health are illustrated by examples of local, state, national and international programs.

DH 242-442. Public Health Field Experience. **(2-3-3 hours)**
Prerequisite: Dental Hygiene student

Using the techniques of group processes, the student designs, plans, prepares, presents and evaluates dental health education programs. As a dental health consultant, the student is involved with classroom teachers to improve dental health and knowledge for youngsters in the public school system. Additional expenses incurred will be approximately $25. The Georgia Department of Human Resources cooperates in the provision of the field experience.

DH 447. Communication in Health Education. **(2-3-3 hours)**

Involvement in community programs provides an opportunity to develop and present a variety of health education projects such as health fairs, exhibits, professional in-service programs, and screening for oral cancer. This course is designed to give the student an understanding of the dynamics of health services and settings in order to best meet consumer health needs. Emphasis will focus on leadership and consultant roles for the dental hygienist. Literature reviews and an individual community dental health project are required.

DH 465. Dental Specialty Clinic I. **(0-60-3 hours)**
DH 466. Dental Specialty Clinic II. **(0-60-3 hours)**
DH 467. Dental Specialty Clinic III. **(0-40-2 hours)**
Prerequisite: Baccalaureate degree Dental Hygiene student

Students assist, observe, and perform a variety of dental hygiene clinical functions in various dental settings in the School of Dentistry, University Hospital, Fort Gordon, Public Health Department, and other designated sites.

Dental Laboratory Technology

DLT 101. Physics and Chemistry of Dental Materials. **(5-0-5 hours)**

Physical and chemical properties of dental materials used by dental laboratory technologists with emphasis on terminology applicable to laboratory materials.

DLT 103. Dental Anatomy and Occlusion. **(2-9-6 hours)**

Individual tooth morphology with emphasis on the relationship alignment and function of the teeth.

DLT 104. Principles of Occlusion Mastication. **(1-3-3 hours)**

Continuation of DLT 103 with introduction to mandibular movements, centric stops and the development of functional occlusion.

DLT 111. Dental Materials Laboratory **(1-6-4 hours)**

This course, concurrent with DLT 101 emphasizes manipulation of all dental materials used in the dental laboratory.

DLT 115. Disease and Contamination Preventions. **(1-0-1 hours)**

Introduction to organisms that produce disease and the sterlization and disinfection to prevent contamination.

DLT 121. Dental History, Ethics and Jurisprudence. **(1-0-1 hours)**

Objectives, responsibilities, opportunities and quality of conduct and attitude of the dental health team. Emphasis is given to dental practice acts.

DLT 122. Introduction to Fixed Prosthodontics (2-6-5)
Instructions in techniques, including proper care of impressions and pouring working casts with removable dies. Fabrication of inlays, crowns, small bridges and porcelain to metal restorations is included.

DLT 123. Introduction to Removable Prosthodontics (2-6-5)
Introduction to complete and partial denture fabrication from preliminary impressions to finished appliances. Terminology, classification and principles of design are included.

DLT 132. Intermediate Fixed Prosthodontics (2-9-6)
This course is a continuation of DLT 122 with emphasis on ceramic substructures, porcelain veneering, and repairs.

DLT 133. Intermediate Removable Prosthodontics (2-9-6)
This course is a continuation of DLT 123 with emphasis on tooth arrangement and principles of partial denture design.

DLT 215. Orthdontics and Pedodontics. (1-3-3 hours)
Instruction in basic orthodontic and pedodontic techniques. Emphasis on wire bending and soldering.

DLT 220. Introductory Laboratory Practicum (0-24-12)
This course provides the opportunity to develop knowledge and skills in the dental laboratory setting. Students are rotated through various departments of a dental laboratory.

DLT 221. Principles of Laboratory Management. (5-0-5 hours)
Accounting and management principles necessary in managing a dental laboratory. Techniques in staffing, planning and controlling a dental laboratory are included.

DLT 242.* Advanced Fixed Prosthodontics (2-32-15)
Lecture and laboratory primarily concerned with advanced concepts in pontic design and color.

DLT 243.* Advanced Removable Prosthodontics (2-32-15)
This course provides instruction in the construction of overdentures and hollow bulb obturators. Advanced concepts in partial denture design is also covered.

DLT 252.* Special Problems in Fixed Prosthodontics (1-28-12)
Contemporary problems in the design and construction of fixed restorations. Individual research and fabrication of a restoration are required.

DLT 253.* Special Problems in Removable Prosthodontics (1-28-12)
An independent research project in an area of interest to the student. Individual research and fabrication of a removable appliance is required.

DLT 260. Laboratory Practicum II (0-40-13)
Students perform a variety of functions in their specialty areas. Commercial dental laboratories, the School of Dentistry, Fort Gordon, and the Veteran's Hospital provide the settings.
*Student must select DLT 242, DLT 252, or DLT 243, DLT 253.

DLT 216. Advanced Laboratory Techniques (2-33-18 hours)
Provides the student opportunity to become proficient in at least two specialty areas including crown and bridge, ceramics, removable partial dentures and complete dentures.

DLT 221. Principles of Laboratory Management (5-0-5 hours)
Accounting and management principles necessary in managing a dental laboratory. Techniques in staffing, planning and controlling a dental laboratory are included.

DLT 222. Laboratory Practice (10-30-16 hours)
Opportunity to observe skilled dental technicians performing their craft, and application of those skills which the student has learned.

DLT 225. Dental Technology (5-0-5 hours)
Opportunity to formally present a report on a dental appliance the student has constructed. An oral and written report is required.

DLT 233-234. Special Topics (Elective) (Credit to be arranged)
Review of current literature in dental laboratory technology to include laboratory projects and student's presentation.

Medical Record Administration

S. Davenport, Chairperson; C. Campbell; S. Etersque; K. Gordon; J Griffith; C. Johnston.

MRA 301. Medical Terminology I. (2-2-3 hours)
MRA 302. Medical Terminology II. (3-2-4 hours)
Prerequisite: Anatomy and Physiology
A study of the language of medicine including word construction, definition, and use of terms related to all areas of medical science, hospital services, and health related fields.

MRA 310. Theory of Medical Record Administration I. (3-2-4 hours)
MRA 311. Theory of Medical Record Administration II. (5-2-6 hours)
MRA 412. Theory of Medical Record Administration III. (3-2-4 hours)
MRA 413. Theory of Medical Record Administration IV. (2-4-4 hours)
A survey of the history and development of medical records systems; in-depth study of the principles

of securing, analyzing, processing, and using medical data; development of indexes, registers, and hospital statistics; the analysis of medical records to assure accuracy and adequacy of documentation; study of external regulations and standards affecting record systems and record content with emphasis on standards of the Joint Commission on Accreditation of Hospitals; a study of quality assurance — its evaluation and mechanisms for reaching its objectives, including the analysis of hospital services and utilization.

MRA 350. Management I. (3-2-4 hours)
MRA 351. Management II. (4-2-5 hours)
MRA 352. Management III. (3-2-4 hours)
The management process and functions of planning, organizing, staffing, leading, and controlling related to information management in a health care setting.

MRA 453. Management Lab. (0-8-4 hours)
Student projects demonstration knowledge and skills from other courses in preparation for MRA 462, Directed Practice IV.

MRA 360. Directed Practices I. (0-9-3 hours)
MRA 361. Directed Practice II. (0-6-2 hours)
MRA 362. Directed Practice Lab. (1-2-2 hours)
MRA 462. Directed Practice IV. (0-24-8 hours)
Supervised learning experiences in classroom laboratory and hospital settings in which the student develops competence in performing medical record functions and uses techniques to analyze procedures and make recommendations to solve problems and simplify tasks.

MRA 401. Fundamentals of Medical Science I. (4-0-4 hours)
MRA 402. Fundamentals of Medical Science II. (3-2-4 hours)
Prerequisite: MRA 302 or permission of instructor
An introduction to medical science, including the study of the nature and cause of disease, diagonstic methods, treatment modalities, and management of patients in major clinical specialties.

MRA 422. Legal Concepts for the Health Field. (3-0-3 hours)
A study of the evolution of law, its administration through the courts, liability of hospitals and health care professionals, the medical record as evidence, and management of confidential information from legal and ethical points of view.

MRA 425. Seminar. (3-0-3 hours)
Exploration of current issues in medical record administration.

MRA 431. Research Design and Methodology. (0-6-3 hours)
Demonstration of principles of research using a management or clinical study. Statistical analysis of data is employed, and microcomputers are used for data analysis and/or word processing.

MRA 499. Honors Project. **(Credit to be arranged)**
Independent study, directed by a faculty member. Topic selection may occur at any time; registration for credit takes place in Winter Quarter of the senior year.

Medical Technology

A. Anderson, Chairperson; C. Barnwell; J. Crowley; R. Duvall; B Edwards; P. Larison; E. Neely; G. Rinker; A. Shaikh; W. Smith; A. Winningham.

MTS 307. Introduction to Medical Technology. (1-0-1 hours)
Provides the entering student a frame of reference for the study of medical technology. Discussions and laboratory visits provide the student an overview of the profession in laboratory medicine. History, accreditation, education and training, medical ethics and professionalism are discussed.

MTC 308. Venipuncture Techniques (1-2-2 hours)
A practical experience in blood-drawing in a clinical setting.

MTC 309. Education (1-0-1 hours)
Basic concepts of theories and techniques.

MTC 348. Medical Mycology. (2-3-3 hours)
Introduction to fungi of importance to the clinical laboratory and medical profession, including isolation, indentification, pathogenesis, treatment and safety precautions. Includes the study of more common isolates classified as contaminants in the clinical laboratory.

MTC 349. Medical Parasitology. (2-3-3 hours)
Introduction to techniques for the examination and identification of blood, tissue, and intestinal parasites of man. Includes study of the pathogenesis and life cycles of major parasites.

MTC 363. Urine and Fluid Analysis (2-3-3 hours)
Prerequisite: MTC 366 or permission of instructor
A study of the diagnostic value of urine and body fluids other than blood using basic chemical analysis and microscopic examination.

MTC 366. Clinical Chemistry I (2-6-5 hours)
Didactic and laboratory experience to introduce the student to the basic concept of instrumentation, electronics, laboratory mathematics, and quality control.

MTS 370. Introductory Microbiology Lab. (0-6-2 hours)
Introduction to the basic techniques used in a medical microbiology laboratory. Correlates with CMB 311, Introductory Microbiology.

MTC 375. Basic Immunology. (4-3-5 hours)
Essential concepts of the human immune system, including the structure and function of the organs and cells that comprise the immune system; humoral and cellular response inflammatory response; host resistance to viral, fungal, bacterial, tubercule, and neoplastic disease; immune disorders; transplantation and tumor immunology; clinical immunological tests. Lab exercises emphasize the basics of antigen-antibody reactions and their applications to clinical diagnostic testing. A library research paper and oral presentation of the paper is required.

MTC 381. Clinical Hematology I. (4-5-6 hours)
Prerequisites: MTC 366 and CMB 345, or permission of instructor.

Blood cell derivation, maturation and function with emphasis on normal blood and bone marrow morphology. Basic principles of hemostasis and blood coagulation. Study and interpretation of basic hematologic procedures used in diagnosis and treatment of various blood dyscrasias and hemorrhagic disorders. Practical experience in all basic procedures using manual and automated techniques.

MTC 394. Directed Individual Study (TBA)
MTC 395. Directed Individual Study — Blood Bank. (TBA)
MTC 396. Directed Individual Study — Chemistry. (TBA)
MTC 397. Directed Individual Study— Hematology. (TBA)
MTC 398. Directed Individual Study— Microbiology (TBA)
MTC 399. Directed Individual Study— Instumentation (TBA)
MTC 430. Management, Unit I (1-0-1 hours)
MTC 431. Management, Unit II (1-0-1 hours)
Basic concepts of management theories and application. Emphasis is placed on management functions related to the clinical laboratory.

MTC 440. Clinical Chemistry II. (5-0-5 hours)
Prerequisites: MTC 363, 366, and CMB 345, or permission of instructor

Didactic experience integrating analytical chemistry, biochemistry, mathematics and instrumentation into the practice of clinical chemistry by the medical technologist. Includes the application of clinical chemistry to the diagnosis and treatment of diseases.

MTC 441. Clinical Chemistry Laboratory. (0-8-4 hours)
Prerequisites: MTC 363, 366, and CMB 345, or permission of instructor

Clinical chemistry laboratory exercise for independent use of laboratory instruments and procedures. Emphasis is on the proper use of quality control, trouble-shooting, and interpretation of laboratory test results.

MTC 442. Clinical Practicum Chemistry. (5-30-10 hours)
Prerequisites MTC 440 and 441, or permission of instructor

In-depth clinical experience and practical application of diagnostic techniques in hospital clinical chemistry laboratory.

MTC 448. Diagnostic Microbiology. (5-9-9 hours)
Prerequisites: CMB 311 and MTC 370, or permission of instructor.

This course is designed to develop students' decision making skills in clinical micro-biology. Three interrelated sections provide technical information and antibodies, disease, identification methods, problem solving, supervision and management. Individual and group activity and laboratory exercises allow students to practice decision making and problem solving skills.

MTC 449. Clinical Practicum Diagnostic Microbiology. (5-30-10 hours)
Prerequisites: Grade of "C" or better in MTC 348, MTC 349, MTC 448, or permission of instructor.

Practical application of diagnostic techniques in the hospital microbiology laboratory. Includes mycology, parasitology, and general microbiology.

MTC 472. Immunohematology Related to Transfusion Service. (5-30-10)
Prerequisite: MTC 375, or permission of instructor.

Basic immunological concepts of blood banking, including blood bank organizations and regulations; genetic inheritance; red cell angtigens and antibodies; problem solving. Lab section includes quality control of reagents and equipment; techniques to identify blood groups and red cell antibodies; tests for transfusion of blood; manual and automated procedures; techniques in resolving incompatible tests; prenatal blood bank tests; special techniques such as antibody titering.

MTC 473. Clinical Practicum Blood Bank. (5-30-10 hours)
Prerequisite: MTC 472

In-depth clinical experience and practical application of blood banking theory including donor selection, collection, and processing; preparation and use of blood components; compatibility testing; paternity testing; prenatal workup; quality control; rules and regulations of blood bank; and special techniques in resolving transfusion problems.

MTC 481. Clinical Hematology II. (5-8-9 hours)
Prerequisites: MTC 366, MTC 375, MTC 381, CMB 345, or permission of instructor.

In-depth study of qualitative and quantitative changes in peripheral blood and bone marrow cells found in pathologic disorders. Correlation of hematologic tests with other clinical findings in the diagnosis of various blood dyscrasias. Experience in cytochemical study of blood cells, tests utilized in the differential diagnosis of hemorrhagic disorders, hemoglobinopathies, and the study of abnormal peripheral blood and bone marrow films. Study and interpretation of hematology and coagulation case studies.

MTC 482. Clinical Practicum Hematology (5-30-10)
Prerequisite: A grade of "C" or better in MTC 481, or permission of instructor.

Practical application and experience in techniques utilized in a clinical hematology laboratory. Practical experience in urinalysis and other body fluids included in this rotation.

MTC 492. Case Presentation. (2-0-2 hours)
Current patients presented and discussed by students and faculty integrating pathophysiology, biochemistry, microbiology and anatomical abnormalities where applicable.

Occupational Therapy

N. Prendergast, Chairman; V. Allen; K. Bradley; R. Carrasco; C. Endebrock; A Evans; C. Morin; N. Moulin; M. O'Connor.

OTA 200: Daily Living Tasks I (2-10-7 hours)
(Fall Quarter)
Study, skill development and analysis of play, school and self-care activities from birth through early adolescence. Lab activities include clinic management and instruction of individuals and groups.

OTA 201: Daily Life Tasks II (2-10-7 hours)
(Fall Quarter)
Prerequisite OTA 200
Study, skill development and analysis of home-management, leisure, pre-vocational and vocational activities from late adolescence through adulthood and death. Lab activities include clinic management and instruction of individuals and groups.

OTA 203: Occupational Therapy in the Health Care System (2-0-2 hours)
(Fall Quarter)
Prerequisite or concurrent: OTA 200
Seminar to introduce the roles of occupational therapy personnel and other disciplines in the health care system environments, recording and reporting, professional values and the concept of health and factors influencing it.

OTA 204: Occupational Therapy as a Profession (2-0-2 hours)
(Winter Quarter)
Prerequisite: OTA 203
Seminar concerning topics in service management, use of resources and professional responsibilities of the occupational therapy assistant.

OTA 210: Structure and Function of the Human Body (4-0-4 hours)
(Fall Quarter)
Basic structure and function of the human body, medical terminology and introduction to disease and dysfunction.

OTA 211: Movement in Human Performance (2-4-2 hours)
(Fall Quarter)
Prerequisite: OTA 210; Prerequisite or concurrent: OTA 200
Study of joint motions, normal positions, body mechanics and transfer of patients.

OTA 215: Occupational Therapy Process (2-4-2 hours)
(Fall Quarter)
Prerequisite or concurrent: OTA 200, OTA 203
Study and skill development in determining patient/client need for occupational therapy services, data collection techniques, basics of documentation from patient problem indentification to patient program discontinuation.

OTA 220: The Child in Treatment (3-3-4 hours)
(Fall Quarter)
Prerequisite: OTA 215
Application of occupational therapy concepts and skills in the treatment of children. Study of conditions affecting function and development. Planning to promote development, home programming;, prevention and working with parents and the community.

OTA 221: The Patient in a Psychiatric Setting (3-3-4 hours)
(Winter Quarter)
Prerequisite: OTA 215; prerequisite or concurrent: OTA 201
Study of conditions commonly seen in psychiatry. Application of occupational therapy principles and the therapeutic use of self.

OTA 222: The Patient in Acute Care Settings (3-3-4 hours)
(Winter Quarter)
Prerequisite: OTA 215; prerequisite or concurrent: OTA 201
Identification of patient conditions commonly seen in acute care settings. Evaluation, programming, orthotics (static splints and slings), environmental adjustments, assistive devices, self-care training, joint protection and energy conservation.

OTA 223: The Patient in Long-term Care Settings (3-3-4 hours)
(Winter Quarter)
Prerequisite: OTA 220, OTA 221, OTA 222
Identification of patient conditions commonly seen in long-term care settings. Conducting activity programs, wheelchair adaptation, positioning, planning environments to promote health.

OTA 250: Fieldwork Experience (0-40-8 hours)
(Spring Quarter)
Full-time fieldwork experience following the completion of all didactic coursework.

OTA 251: Fieldwork Experience (0-40-4 hours)
(Spring Quarter)
Full-time fieldwork experience following the completion of all didactic coursework.

OTA 252: Fieldwork Experience (0-40-4 hours)
(Spring Quarter)

Full-time fieldwork experience following the completion of all didactic coursework.

OTH 300. Foundations of Occupational Therapy. (6-3-7 hours)
(Summer, Fall)

Introduction to occupational therapy. A frame of reference for practice is developed using historical and current trends in the field. Problem indentification, analysis, categorization of health problems and terminology. Experiential group activities and preclinical experiences are included.

OTH 301. Human Development (3-3-4 hours)
(Summer, Winter)

Major concepts of sensory-motor, cognitive and psychosocial development are discussed. Environmental and cultural influences are explored. Emphasis is on role acquisition, life tasks and adaptive processes. Field experiences include visits in the community, observations, and interviews.

OTH 302. Basic Principles of Occupational Therapy (4-3-5 hours)
(Winter, Spring)
Prerequisites: OTH 300, OTH 310, ANM 330, PHY 311, prerequisite or concurrent with OTH 303

Basic principles of occupational therapy assessment with introduction to criterion and normative-referenced with testing and measurement. Includes application to program planning with selected clients, documentation, confidentiality, audit procedures and fieldwork experiences.

OTH 303. Basic Media. (1-6-4 hours)
(Summer, Spring)
Prerequisite or concurrent with: OTH 301

Laboratory course emphasizing basic media and activities. Emphasis is on skill development, instructional methods, and analysis of activities in terms of human performance components.

OTH 304. Group Process in Occupational Therapy. (1-2-2 hours)
(Summer, Spring)

An experiential course to develop communicaiton skill necessary for the practice of occupational therapy. Includes two full days of learning experiences during orientation week.

OTH 305. Advanced Media (1-6-4 hours)
(Summer, Spring)
Prerequisite OTH 302

Laboratory course emphasizing advanced media and activities. Emphasis is on skill development, instructional methods, and analysis of activities in terms of human performance components.

OTH 312. Concepts of Dysfunction (4-0-4 hours)
(Winter)
Prerequisites: OTH 310, ANM 330.

Discussions of selected health problems in terms of incidence, prognosis and implications for function. Topics include developmental disabilities, physical dysfunction, and psychosocial dysfunction.

OTH 332. Kinesiology. (2-6-5 hours)
(Fall, Spring)
Prerequisite or concurrent with: OTH 300 OTH 301, ANM, 330

Study of human movement emphasizing biomechanical activity analysis and application to occupational therapy.

OTH 400. Occupational Therapy Applied to Psyco-Social Dysfunction. (4-6-6 hours)
(Summer, Fall, Winter)
Prerequisite: Senior standing

Application of occupational therapy principles to clients for prevention or remediation of psychosocial dysfunction or maintenance of mental health. Methods and approaches are designed for community, acute or chronic settings. Application is made to psychological problems that may result from physical dysfunction. Field work experiences are included.

OTH 401. Psycho-Social Field Work Experiences. (0-40-12 hours)
(Fall, Winter, Spring)
Prerequisite: OTH 400

Full-time field work experience with emphasis on evaluation and management of clients with psychosocial deficits and/or dysfunction.

OTH 405. Occupational Therapy Applied to Pediatrics. (2-3-3 hours)
(Spring, Winter)
Prerequisite: Senior standing

Application of the occupational therapy process to functional problems occurring during infancy and childhood which interrupt or delay the sequence and/or rate of normal growth, development and maturation.

OTH 410. Occupational Therapy Applied to Physical Dysfunction. (4-6-6 hours)
(Summer, Winter, Spring)
Prerequisite: Senior standing

Application of occupational therapy principles to clients who have physical deficit, delay, deprivation or stress. Emphasis is on assessment and specific treatment approaches and methods. Field work experiences are included.

OTH 411. Physical Dysfunction Field Work Experiences. (0-40-12 hours)
(Summer, Fall, Spring)
Prerequisite: OTH 410

Full-time field work experience with emphasis on evaluation and management of clients with physical deficits and/or dysfunction.

OTH 415. Occupational Therapy Applied to Geriatrics. (2-3-3 hours)
(Summer, Fall)
Prerequisite: Senior standing

Application of occupational therapy principles with geriatric clients. Emphasis is on a developmental framework in assessment and specific treatment approaches and methods. Fieldwork experiences are included.

OTH 416. Occupational Therapy in Public Health (1-3-2 hours)

(Fall, Winter)

Prerequisite: Senior standing

Overview of public health systems and the role of occupational therapy in these systems. Includes field experience in public health departments.

OTH 418. Occupational Therapy in the School Systems. (1-3-2 hours)

(Fall, Winter)

Prerequisite: Senior standing

Overview of school systems and the roles of occupational therapists in these settings. Includes field experiences.

OTH 419. Occupational Therapy in Community Agencies. (1-3-2 hours)

(Fall, Winter)

Prerequisite: Senior standing

Occupational therapy in community agencies. May include field experience in community mental health centers, day care and training centers and/or local self-help organizations.

OTH 420. Occupational Therapy in a Specialized Setting. (1-3-2 hours)

(Fall, Winter)

Prerequisite: Senior standing and permission of instructor

Independent study applying occupational therapy concepts to a specialized setting.

OTH 421. Investigation of a Problem. (variable credit)

(Summer, Fall, Winter, Spring)

Prerequisite: Permission of the instructor

Designed to give the students an opportunity to investigate a topic of particular interest or need.

OTH 422. Occupational Therapy and the Vocational Process.

(Fall, Winter)

Prerequisite: Senior standing

Application of occupational therapy principles to the evaluation, training and rehabilitation of individuals for worker tasks and worker-role adaptation.

OTH 423. Occupational Therapy with Developmental Disabilities (1-3-2 hours)

(Fall, Winter)

Prerequisite: Senior standing

Role of occupational therapy in the evaluation and management of developmentally disabled individuals. Includes fieldwork experiences.

OTH 435. Occupational Therapy Administration. (4-2-5 hours)

(Fall, Winter)

Prerequisite: Either OTH 401 or OTH 411

Application of administrative or supervisory processes and professional standards. Topics include professional roles, management principles and quality assurance.

OTH 441. Research Project, (variable credit)

(Summer, Fall, Winter, Spring)

Prerequisite: OTH 455 and permission of the instructor

Individual research project dealing with an area of interest to the student under the supervision of a faculty member.

OTH 450. Special Field Work Experience. (0-40-8 hours)

(Summer, Spring)

Prerequisite: OTH 401, OTH 411, and permission of instructor

Full-time field work experience in an area of the student's choice

OTH 455. Research Design and Methodology. (4-0-4 hours)

(Summer, Spring)

Prerequisite: Senior standing

Introduction to the research process with application to critiquing literature and applying findings to occupational therapy practice.

OTH 460. Advanced Therapeutic Activities. (0-4-2 hours)

(Fall, Winter)

Prerequisite: Senior standing

An in-depth study of selected activities and their therapeutic application. Emphasis will be on skill development, analysis and adaptation related to specific problems and symbolic and cultural implications.

OTH 440. Independent Study. (0-3-3 hours)

(Summer, Spring)

Prerequisite: OTH 401, OTH 411, OTH 455, and permission of instructor

An individual research project in an area of interest to the student.

OTH 450. Special Field Work Experience. (0-40-8 hours)

(Summer, Spring)

Prerequisites: OTH 401, OTH 411 and permission of instructor

Full-time field work experience in an area of the student's choice.

OTH 455. Research Design and Methodology. (3-0-3 hours)

(Fall, Winter)

Prerequisite: Permission of instructor

An introduction to research methodology and experimental design.

OTH 460. Advanced Therapeutic Activities. (0-4-2 hours)

(Fall, Winter)

Prerequisite: Senior standing

An in-depth study of selected activities and their therapeutic application. Emphasis will be on skill development, analysis and adaptation related to specific problems and symbolic and cultural implications.

Physical Therapy

J. Perry, Chairperson; A. Charness; B. Dangerfield; E. Friend-Gross; K. Grube; P. Hanner; J. Henry; S. Irwin; C. Koshman; B. May; D. Rohe; K. Wessling.

Prerequisite for all PTA courses: Physical Therapist Assistant Student
Prerequisites for all PT courses: Physical Therapist Student

PTA 201. Functional Anatomy (4-4-6 hours)
This course will combine the basic subject matter found in human anatomy and kinesiology. Anatomy has emphasis on the musculoskeletal systems, but all systems are covered. Kinesiology concentrates on trunk and extremities with an introduction to biomechanics and gait.

PTA 202. Human Physiology (4-4-6 hours)
Concepts of basic physiology of all body systems are presented. Emphasis is on the neuromuscular and cardio-respiratory systems.

PTA 203. Health Care Environment (1-1-3 hours)
An introduction to health care and the health care system is designed to provide a frame of reference for the study of physical therapy. Medical terminology, basic communications, the health care environment, ethics and medical-legal aspects of physical therapy are included.

PTA 220. Topics in Physical Therapy I. (7-14-14-hours)
PTA 221. Topics in Physical Therapy II. (5-10-10 hours)
PTA 222. Topics in Physical Therapy III. (5-14-12 hours)
The development of the ability to perform a physical therapy treatment is approached through study of physiological and psychological factors contributing to the patient's status. Physical therapy activities are presented sequentially in relation to pathological processes and the patient's total need. Classroom and laboratory activities provide the opportunity to attain the skills of a physical therapist assistant.

An introduction to research methodology and experimental design is provided.

PTA 245. Clinical Seminar. (0-2-1 hours)
This course provides opportunities for students to develop skills and attitudes necessary for establishing and maintaining therapeutic relationships with patients, and to continue to develop the communication skills necessary to become effective members of the health care team. It is held in conjunction with PTA 240, Clinical Practicum I.

PTA 230. Interpersonal Communications. (0-4-2 hours)
Study of interpersonal communication skills and is a continuation of the principles and techniques used in the helping process.

PTA 231. The Health Care System. (3-0-3 hours)
The exploration of the health care system and the delivery physical therapy services. Topics include: health care providers, community agencies, methods of health care delivery management theories and the role and responsibilities of the physical therapist assistant within the physical therapy department, other hospital services, and other health care agencies.

PTA 240. Clinical Practicum I. (Part-time) (0-4-1 hours)
PTA 241. Clinical Practicum II. (0-32-4 hours) (Full-time)
PTA 242. Clinical Practicum III. (0-40-5 hours) (Full-time)
Clinical experiences in a variety of health care facilities are provided. Part-time experiences are in facilities near the Medical College campus. Full-time experiences provide clinical experiences directly related to the academic curriculum and are in facilities throughout the United States, chiefly in the Southeastern states.

PT 310. Concepts of Dysfunction I (9-4-11 hours)
PT 311. Concepts of Dysfunction II. (9-6-17 hours)
PT 312. Concepts of Dysfunction III. (9-16-17 hours)
PT 410. Concepts of Dysfunction IV. (9-8-13 hours)
PT 411. Concepts of Dysfunction V. (9-10-14 hours)
The study of pathological, medical and theapeutic concepts relevant to the practice of physical therapy. Included are physical therapy techniques and procedures, evaluative processes and development of treatment programs, related to dysfunction. Classroom and laboratory experiences from the simple to the complex are used to develop necessary skills. Experiences related to the psychological, philosophical, economical, social and vocational aspects of illness and disability are included. Seminar, independent study and other active learning techniques are utilized throughout the sequence. Concepts are cumulative and continued growth is dependent on mastery and utilization of previous knowledge.

PT 320. Clinical Experience I. (0-4-1 hours)
Clinical experiences in a variety of health care facilities in facilities near the Medical College campus, during the winter quarter of the junior year.

PT 321. Clinical Experience II. (0-8-1 hours)
PT 322. Clinical Experience III. (0-8-1 hours)
Clinical experiences are provided in health care facilities near the Medical College campus. These are provided in a one-week block of time during the Spring quarter of the junior year.

PT 340A. Health Care Communications. (2-0-2 hours)
PT 340B. Health Care Communications (2-0-2 hours)

PT 340C. Health Care Communications (2-0-2 hours)
These three courses are an introduction to health care and the health care system designed to assist the student in developing a frame of reference of the study of physical therapy. Includes medical terminology, communications and interpersonal relations, the health care environment, ethics and medical-legal aspects of physical therapy.

PT 420. Clinical Experience A. (0-32-4 hours)
The student will work in health care facilities in the Southeastern region of the United States. The experiences are structured to provide clinical experiences directly related to the academic curriculum.

PT 421. Clinical Experience B. (0-48-6 hours)
PT 422. Clinical Experience C. (0-48-6 hours)
Six weeks of full-time clinical experiences provided in a wide variety of health care facilities. The experiences are designed to provide the student with the opportunity to develop competence in treating a variety of patients.

PT 430. Critical Analysis/ Research Methodology. (4-4-6 hours)
An introduction to interpretation and evaluation of research literature, basic statistics and statistical reasoning, and the scientific method.

PT 431. Health Care Issues. (3-2-4 hours)
Current issues and trends in health care at the state and national levels and their effects on delivery of physical therapy services. Topics include methods of health care delivery, national health insurance, health maintenance organizations, professional peer review, and other relevant issues.

PT 432. Designs for Administration. (2-8-6 hours)
Theories and application of administrative activities including personnel relations, budgeting, planning, organizing and operating a physical therapy department.

PT 434. Learning Processes. (2-6-5 hours)
Introduction to learning theory with application to physical therapy and special emphasis on in-service and continuing education.

PT 440. Senior Project. (0-10-5 hours)
An individual project which uses the scientific method to answer a question. A variety of methodology may be used.

PT 441. Case History Review. (1-2-2 hours)
The in-depth study of the physical therapy management of advanced clinical problems.

PT 442. Independent Study (2-5 hours)
Time and credit for independent sudy is given during the senior year, to provide the opportunity to study some aspect of pyscial therapy and health care in depth. These experiences are designed by the student with guidance from appropriate faculty. Students must participate in some aspects of independent study.

443. Seminar. (3-5 hours)
This course will provide the student with an opportunity for in-depth study in selected advanced aspects of physical therapy.

Physician Assistant

B. Schmidt, Chairperson; J. Estep; C. Hamilton; S. Steinbrueck, P. Sale.

PAD 302. Medical Terminology. (0-0-1 hours)
Programmed text, with no formal classroom instruction. An end-of-course examination is scheduled throughout the quarter for students when they feel they are prepared to take it.

PAD 308. Physical Diagnosis. (3-4-5 hours)
Perform physical exams, take medical histories, use the basic hand instruments in performing physical examinations, and use various formats in taking medical histories. During this course normal findings are emphasized.

PAD 326. P.A. Seminar. (1-0-1 hours)
Professional role development to include: history of the profession, legal and ethical issues of P.A. practice, various practice settings, role of other allied health professionals, and the physician's assistant as a member of the health care team.

PAD 328. Clinical Medicine I. (4-4-6 hours)
The pathophysiology of physical and mental disease processes and the relationship between symptoms, objective findings, and laboratory tests are emphasized.

PAD 329. Clinical Medicine II.
Continuation of PAD 328.

PAD 343. Introduction to Minor Surgical Techniques. (1-4-3 hours)
On laboratory dogs, the following are performed: demonstration of intravenous anesthesia, preparation of surgical sites, skin incision and suture, venipunture, tracheal intubation, local anesthesia, infiltration and epidural, suture removal, cut-down, hemostasis, necropsy of the dog to demonstrate fresh tissue and preparation of tissue for histopathology.

PAD 330. Ambulatory Care.
This is an introduction to common clinical problems encountered in outpatient practice. Topics included are upper respiratory infections, sexually-transmitted diseases, vaginitis, dermatitis, diarrhea, headaches, dementia, low back pain, well-child care, contraception, pregnancy, and labor and delivery. Emphasis is on problem-solving, medical management and patient education.

PAD 348. Psychosocial Issues in Health Care. (3-0-3 hours)
Social psychology as applied to a general medicine practice. Interpersonal relations, family problems, human sexuality, rape, special needs of children, mi-

nority groups, chronic illness, and death and dying are explained. Emphasis is on the development of insight to facilitate competent clinical management of the "whole patient."

PAD 402. Preceptorship. (5-35-20 hours)
Required of all students, during the summer quarter (the last quarter of study), the student works with a physician in an office practice setting. The clinical setting may be in family practice, pediatrics, internal medicine or general surgery.

PAD 403. Family Practice Clinical Rotation. (5-15-12 hours)
Primary care problems in a Family Practice setting. Students encounter a variety of clinical situations in various wards and clinics of the hospital. (6 weeks)

PAD 404. Internal Medicine Clinical Rotation. (5-15-12 hours)
Evaluation and management of the patients with common medical disorders. (6 weeks)

PAD 405. Pediatric Clinical Rotation. (5-15-12 hours)
Health care of the pediatric patient from birth through adolescence. (6 weeks)

PAD 406. Ob-Gyn. Clinical Rotation. (5-15-12 hours)
Experience in prenatal and postnatal care, therapeutic procedures specifically related to gynecological and obstetrical problems and the normal course of pregnancy, labor and delivery, as well as complications. (6 weeks)

PAD 407. Mental Health Clinical Rotation. (2-14-9 hours)
Exposure to a variety of problems in mental health and an understanding of how to make dispositions of these problems. (4 weeks)

PAD 409. Clinical Laboratory. (1-6-4 hours)
Perform routine laboratory procedures commonly performed in a clinical office setting. (2 weeks)

PAD 418. Surgery Clinical Rotation. (5-15-12 hours)
Pre- and post-operative patient management and operating room exposure. (6 weeks)

PAD 420. Emergency Room Clinical Rotation. (2-14-9 hours)
Emergency and routine medical procedures performed in a typical hospital emergency room. (14 weeks)

PADE Electives. (variable credit)
Electives are offered at MCG and affiliates or at other facilities/clinics under the supervision of a physician certified in that particular specialty, with the approval of the Departmental Chairman. These electives may provide additional or initial exposure to the clinical specialities.

Radiologic Technologies

S. Gregory, Chairman; W. Hibbard, Associate Chairman; R. Curry; S. Dantzler; R. Lam; S. Lance; N. Lavin; A. Nelms; A.M. Vann

DMS 241, 242, 243, 244. Clinical Practicum. (Variable Credit)
The student will participate in the clinical areas of general abdonimal, OB/Byn, and portable procedures. Static and dynamic scanning will be introducted. Students will learn scanning expertise through rotation to various sonographic laboratories or service areas, observing and performing examinations under the supervision of the Clinical Instructor. A Special Clinical Assignment completes the course.

DMS 302. Cross-Sectional Anatomy. (2-0-2 hours)
This course supplements the sonography student's knowledge of anatomy through presentation of transverse, sagital and coronal cross-sections of the head and body trunk. Reference to sonographic and computerized tomography images is made. Discussion includes transducer orientation, dynamic and static scanning, and pathology-related alterations to the cross-sectional image.

DMS 311. Sonologic Applications (GYN). (4-0-4 hours)
This course is designed to give the student an introduction to female anatomy and pathology with Ultrasound correlation. Three modules are presented: Module One-normal anatomy, menstrual cycle; Module Two-uterine and ovarian anomalies; Module Three-ectopic pregnancy, pelvic inflammatory disease, intrauterine contraceptive devices.

DMS 312. Sonologic Applications (OB). (4-0-4 hours)
This course gives an overview of the applications of ultrasound in normal and high risk pregnancy from conception to delivery. The course consists of two modules: Module One-determining gestational age, fetal anatomy; Module Two-obstetrical and medical complications, and management techniques.

DMS 313. Sonologic Applications (Abdominal). (4-0-4 hours)
This course reviews basic anatomy and physiology of major abdominal organs. The sonographic appearance of abdominal organs in health and disease is presented.

DMS 322. Directed Study. (4-0-4 hours)
This course is designed to prepare the student for research writing through a step by step evaluation of the process. A sonographic problem and subproblems will be evaluated. The student will accumulate and evaluate data, writing a conclusion based upon research findings. The student's work will be submitted for publication.

DMS 335, 336, 337. Conferences. (2-0-2 hours)
This course gives the student an opportunity to observe and participate in Abdominal Ultrasound

and OB/Gyn Ultrasound conference. Conference is supervised by a sonologist, who reviews and interprets Ultrasound examinations.

DMS 338, 339. Conference. (3-0-3 hours)
This course gives the senior sonography students an opportunity to observe and participate in Abdominal, OB/Gyn, Vascular, and Echo-cardiography conferences. Conference is supervised by a sonologist, who reviews and interprets Ultrasound examinations. The student is also required to supervise Ultrasound Abdominal and OB/Gyn conference for the DMS certificate students.

DMS 341, 342, 343. Clinical Practicum. (Variable Credit)
Senior practicum reviews sonographic skills in Abdominal and Ob/Gyn scanning through rotation to various sonographic laboratories. An introduction to vascular, echocardiography, neurosonology, breast, and invasive procedures through observation and scanning under the direction of a Clinical Instructor is included. A Special Clinical Assignment completes the course.

DMS 422. Special Topics. (2-0-2 hours)
This course presents to the sonography student different specialties in the field of Ultrasound, and introduces several Allied Health professions. The purpose of this course is to aid the student in developing a basic knowledge of the other health professions, and to broaden understanding of different Ultrasound specialties. Ultrasound case study and development completes the course.

DMS 451. Sonographic Survey (2-0-2 hours)
A comprehensive overview of the didactic and clinical program topics is presented. Prescriptive assignments aid the student in raising suboptimal areas to levels of competency.

NMT 143, 144, 241, 242, 243, 244. Clinical Practicum. (Variable Credit)
The student is assigned clinical practicum on the quarter basis in the teaching hospital or one of the affiliate institutions. The student works with the clinical instructor or a designated technologist who instructs him in the performance of the procedures done in that particular clinic.

NMT 201. Seminar in NMT. (2-0-2 hours)
A review of nuclear medicine literature through research, discussion, and student or guest presentations.

NMT 211, 212. In Vivo Nuclear Medicine Technology I & II. (4-2-5)(5-0-5 hours)
An overview of anatomy and positioning, radiation safety and radio-pharmaceuticals, with a discussion of the rationale, procedure, and technical aspects of in vivo studies to include laboratory exercises and case studies.

NMT 213. In Vitro Nuclear Medicine Technology. (3-2-4 hours)
Routine procedures of the radiochemical laboratory, particularly in vitro studies, presented in lecture and laboratory sessions.

NMT 422. Special Topics in Nuclear Medicine Technology. (Variable-2-5 hours)
Students are assigned study and research topics according to their special interests. A suitable research paper or report is required.

NMT 423. Radiochemistry. (4-2-5 hours)
Radioassay and radiopharmacy chemistries are presented through lectures and practical exercises, to include various assay techniques and the rationales for the development of assay systems. Chemical and biological aspects of radiopharmaceutical production is discussed. Federal regulations for radiopharmaceutical development are reviewed and quality control is emphasized. A significant portion of the learning process is in the laboratory.

NMT 423. Radiochemistry. (4-2-5 hours)
Special radiochemistry techniques and radiopharmacy chemistries are presented through lectures and practical exercises, to include various assay techniques and the rationales for the development of assay systems. Chemical and biological aspects of radiopharmaceutical production is discussed. Federal regulations for radio-pharmaceutical development are reviewed and quality control is emphasized. A significant portion of the learning process is directed towards current literature in the field.

NMT 436. Computer Applications in Nuclear Medicine I. (2-3-3 hours)
Provides the student with an introduction to Nuclear Medicine Computer System through didactic lecture series and hands-on laboratory exercises. Emphasis is on an understanding of the operations and utilization of the more basic functions of a Nuclear Medicine Imaging Computer System as found in a clinical environment.

NMT 437. Computer Applications in Nuclear Medicine II. (1-3-2 hours)
Instructs students in advanced applications of Nuclear Medicine Computer Systems. Didactic lecture series and hands-on laboratory exercise place emphasis on the specialized areas of clinical utilization of computer hardware and software currently available in Nuclear Medicine Departments.

NMT 441, 442, 443. Clinical Practicum. (0-Variable-3 hours)
Students are assigned clinical practicum in routine and special function areas. The student works under the supervision of the clinical instructor who is responsible for the quality of performance of the student. Special clinical assignments may be made at the discretion of the clinical supervisor or the clinical coordinator. Practicum may include nuclear cardiology, computer utilization, special radiochemistries, routine nuclear medicine, CT and ultrasound.

PCS 221. Computers in Radiologic Sciences. (2-2-3 hours)
An introduction to the fundamentals of computer operation, computer terminology, hardware and

software, flowcharting and introductory basic language is presented. Programming for specific applicable problems in radiologic sciences is introducted.

PCS 231. Introduction to Radiation Physics. (4-0-4 hours)
An introduction to the concept of energy and its application to the atom and nucleus. Radioactive decay, common radiation units, radiation detection, and the interaction of radiation with matter are stressed.

PCS 232. Physics of Nuclear Medicine. (3-4-5 hours)
The theory of operation of nuclear medical laboratory instrumentation is presented in lectures coordinated with weekly experiments in directed laboratory sessions. Major emphasis is on quality control of nuclear instrumentation.

PCS 335. Physics of Diagnostic Ultrasound. (3-1-4 hours)
This course concentrates primarily on the physics of acoustics; ultrasonic properties and principles; tranducers and sound beams; and the biologic effects of ultrasound. Basic principles and controls of ultrasound instruments with quality control techniques are introduced. A review of related mathematics, units, and physical concepts is included. Laboratory sessions demonstrate the physical principles of diagnostic ultrasound as they are applied to the imaging process.

PCS 432. Basic Biomedical Electronics. (2-2-3 hours)
Basic principles of medical electronics to include characterization and applications of numerous solid state devices, instrument trouble shooting, and electrical safety in the patient care environment. The laboratory offers familiarization with several test instruments and representative circuitry encountered in medical instrumentation.

PCS 435. Medical Physics & Instrumentation. (4-2-5 hours)
A review and in-depth presentation; matter, energy and radiation; principles of x-rays and radioactivity; interactions of X- and gamma rays; radiation protection to include federal regulations; and laboratory to include experiences using the various radiation detection instrumentation.

PCS 436. Advanced Physics of Radiologic Technology. (4-2-5 hours)
The physical and technical aspects of image formation to include characteristics of diagnostic x-ray machines, recording systems and media, x-ray spectrum, and information limits and losses. An in-depth survey of modern x-ray equipment performance to include the total radiographic system, modern x-ray tubes and generators, image intensifiers and related systems, angiographic injectors and serial film changers, x-ray film and film processing, intensifying and fluoroscopic screens and writing performance and specifications. Design of x-ray installations, procedures of radiation protection surveys and inspections.

PCS 437. Advanced Physics for NMT. (4-2-5 hours)
A study of the physical and chemical aspects of production properties and standardization of radionuclides and radiopharmaceuticals, to include cyclotron production of short-lived isotopes. A detailed study of nuclear medicine instrumentation, performance and ordering specifications, quality control, computer techniques, theory analysis and image processing, Includes future trends in nuclear medicine instrumentation.

RSC 111. Introduction to Radiologic Professions. (2-2-2 hours)
An overview of the history of radiology, radiology services, and radiologic professions. Introduction to both didactic and clinical education to include the fundamentals of department operations, equipment and materials, patient handling, patient care, and medical terminology. Considerations of acceptable performance as a novice practicing clinician are presented.

RSC 113. Psychology of the Ill. (2-0-2 hours)
Introduction to the psychosocial aspect of health care is presented to include: perspectives of the technologist; problems, privileges, incentives and interactions of the patient; determinations of effective interaction; technologist-patient relationships; the aging process; and death and dying.

RSC 202. Diagnostic Imaging and Therapeutic Modalities. (2-0-2 hours)
A comprehensive basic overview of nuclear medicine, radiography, ultrasound, computer tomography, and radiation therapy for sophomore radiologic technologies students. A correlative approach is used to introduce these adjunct imaging and therapeutic modalities. Content areas for each module are terminology, instrumentation, operational principles, clinical applications, and benefits.

RSC 233. Radiation Health. (2-2-3 hours)
Regulations, principles, and practices of radiation protection are presented, with information particular to each specialty to complement the general presentations. The medical aspects of radiobiology including cellular, systemic, and total body responses; and somatic and genetic effects of radiation.

RSC 401. Survey of Computed Tomography and Ultrasonography. (3-0-3 hours)
Provides senior radiologic technologies students with a basic understanding of the fundamentals of computer tomography and ultrasonography. Emphasis is on the cross-sectional anatomy of the head and body trunk as illustrated by these imaging modalities. Students should be able to use the material presented as foundation for further study in ultrasound or computer tomography.

RSC 402. Cross-Sectional Anatomy. (3-0-3 hours)
Prerequisites: College anatomy and physiology course sequence
Offered to advanced students in radiologic science, it is designed to supplement the student's knowledge of anatomy through presentation of

transverse, sagital and coronal cross-sections of the head and body trunk. Reference to sonographic and computerized tomography appearances is made. Discussion includes transducer orientation utilized for sonographic real-time examination to demonstrate specific cross-sectional anatomy; and presentation of pathology related alterations to the cross-sectional image.

RSC 410. Patient Care. (3-0-3 hours)
Patient observation and monitoring skills are presented; as well as selected patient crises/emergency situations to include appropriate intervention skills such as cardiopulmonary resuscitation. Advanced life support instrumentation and techniques are presented so technologists may assist in patient resuscitation efforts. Proper administration and/or maintenance of intravenous lifeline, oxygen therapy, suction therapy, cardiac monitors and defibrillators are presented. General anesthesia, selected types of drug therapy, and patient records are also topics of study.

RSC 421. Pathology. (3-0-3 hours)
An introduction to the normal and abnormal development, growth, and structure of human cells and organs, and the study of pathological conditions diagnosed with the aid of diagnostic imaging modalities.

RSE 412. Clinical Instruction & Assessment. (2-2-3 hours)
This course, utilizing primarily a clinical setting, examines a systematic approach to clinical instruction and assessment for teaching and managing the clinical education. Special emphasis is on the process of designing and using objective evaluative instruments for measuring clinical performance.

RSE 430. Audiovisual Methods and Materials (3-0-3 hours)
The theory, application, design, and use of audiovisuals in the classroom. Each student designs and produces an individualized learning package using audiovisuals on a content area in their discipline.

RSE 431. Teaching Methods. (2-2-3 hours)
The means to teach and practice component skills of teaching. It focuses on the discrete skills of teaching as developed by the "Micro-teaching Laboratory of Stanford University." The course is conducted primarily in a laboratory setting using videotape playback for critique and skill mastery.

RSE 432. Curriculum Development. (3-0-3 hours)
Introduction to the systems approach to teaching and curriculum development, to include techniques of developing, planning, organizing and administration of a curriculum in an allied health program. Professional and institutional requirements and guidelines are presented.

RSE 443. Teaching Preceptorship. (0-Variable-3 hours)
Students are assigned to an accredited program in their discipline for practical application of teaching skills, and an organized exposure to a broad spectrum of teaching situations.

RSM 431. Departmental Design. (1-3-3 hours)
The principles and concepts of the design of a radiology department. Students will participate in a group project to devleop an entire department design, given certain parameters and specifications.

RSM 432. Management of the Radiology Department. (3-0-3 hours)
Application of the principles of business administration and personnel management to the radiology department, including the study of budgeting and financing, personnel supervision, patient scheduling, quality controls, data and record storage and retrieval, etc. Presentation of the intra- and extra-institutional forces on the management of a radiology department.

RSM 443. Management Preceptorship. (0-Variable-3 hours)
Students are assigned to an administrative position in a hospital or department of radiology or nuclear medicine for practical application of administrative skills. Cooperative planning by supervising administrators and faculty from the department of radiologic technologies provide organized exposure to a broad spectrum of work situations.

RTR 111. Radiographic Procedures I. (4-2-5 hours)
This is the first of a three-course sequence in radiographic positioning and imaging procedures. The student will be presented the following topics: pertinent anatomical and positioning terminology; topographic landmarks for positioning; positioning criteria and tasks for routine imaging of the chest, abdomen, and skeleton to exclude cranium; and image analysis of skeletal and body trunk projections. Fundamentals of image production, exposure control, and image quality are presented sufficient for basic image analysis.

RTR 112. Radiographic Procedures II. (4-2-4 hours)
A study of the characteristics and performance of routine contrast media procedures of the gastrointestinal, genitourinary, and accessory digestive systems; as well as imaging techniques for the cranium, and specialized views of the skull and skeleton.

RTR 121. Radiographic Technique I. (3-2-4 hours)
The photographic principles of radiography, including films, film holders, and film processing are covered. Radiographic devices that affect and control the photographic properties of radiographs are discussed. Practical application of the material is presented through laboratory sessions.

RTR 131. Radiologic Science I. (2-0-2 hours)
The first in a series of three radiological science courses offered to associate degree students in radiography. The fundamentals of mechanics, atomic and nuclear structure, electrostatics and electrodynamics, electromagnetism, waves and particles, and interactions of x-rays with matter are presented.

RTR 141, 142, 143, 241, 242, 243, 244. Clinical Practicum. (Variable Credit)
Students perform and demonstrate clinically the knowledge gained in corresponding courses of curriculum. An opportunity to perform as a practicing radiographer is provided.

RTR 211. Radiographic Procedures III. (3-0-3 hours)
Routine projections of the facial bones are presented via lecture and laboratory. Advanced radiographic procedures of the anatomical systems are presented through lecture, discussion, and film analysis. Basic parameters of the procedures are investigated to include: purpose of exam, procedural steps, patient and equipment preparation, type and injection method of contrast media, radiographic series, imaging, and anatomy visualized.

RTR 221. Radiographic Technique II. (3-0-3 hours)
A basic knowledge of specialized adjunct equipment and advanced theory of radiation photography including emphasis on mathematical problems.

RTR 231. Radiologic Science II. (3-.5-3 hours)
The third in a series of radiological science courses. It deals with the individual components and principles of operation of diagnostic radiographic equipment. Discussion of equipment, preventive maintenance, and test equipment is also presented.

RTR 251, 252. Seminar. (2-0-2 hours)
A comprehensive overview of the didactic and clinical program topics as they relate to performance skills and problem solving. Frequent evaluations are used to diagnose areas of deficiency for each student in order to raise these areas to optimal levels of competency.

RTR 411. Special Procedures. (2-0-2 hours)
An analysis of advanced imaging procedures, particularly investigative contract media studies of body systems and organs. Emphasis is on patient, procedure, and materials management to prepare students for expanded roles as radiographic imaging specialists.

RTR 422. Special Topics in Radiology. (2-0-2 hours)
Review of current literature in radiography, to include data on recent technical advances in practice, current and future trends. Student presentation and discussion emphasized.

RTR 437. Quality Control in Radiography. (2-2-3 hours)
The philosophy and basic principles of quality assurance/control in radiography are presented. Factors influencing image quality, the influence of these factors on radiographs, explanation of instruments used in a quality control program, as well as collection and interpretation of statistical data are included. Practical application through laboratory sessions.

RTR 441, 442, 443. Clinical Practicums. (0-Variable-3 hours)
Elective clinical rotations in areas such as CT scanning, tomography ultrasound, cardiovascular, abdominal and neuro angiography, quality control, etc.

RTT 143, 144, 241, 242, 243, 244. Clinical Practicum. (Variable Credit)
The student is assigned clinical experiences on a quarterly basis at the Georgia Radiation Therapy Center in Augusta. Students work with the clinical personnel in a team approach to radiation therapy treatment, planning and patient care.

RTT 201. Radiation Therapy I. (4-0-4 hours)
The student is presented with an overview of radiation therapy to include medical terminology, patient care, patient positioning, basic machine usage, as well as the rationale of radiation therapy and related subject matters.

RTT 213. Quality Assurance. (3-0-3 hours)
The student is presented with an overview of quality assurance in radiation therapy to include methods of monitoring the function of radiation therapy equipment, the maintenance of complete and accurate patient records and records reflecting the function of the equipment, as well as routine checks for the general condition of the treatment room.

RTT 215. Seminar. (2-0-2 hours)
A review of radiation therapy literature through research, discussions, and student or guest presentation.

RTT 221, 222. Radiation Oncology I & II. (3-0-3; 3-0-3 hours)
An introduction to specific malignant disease entities by site of occurrence, including specific approaches to treatment of the body, breast, lung, bladder, brain, female and male urogenital organs, lymphomas, skin, bone, and the central nervous system. Disease processes and the treatment planning philosophy are discussed, as well as the inner-relating of treatment planning with clinical radiation therapy.

RTT 231, 232. Dosimetry I & II. (4-3-5; 4-3-5 hours)
An introduction to the physical properties, uses, dosage calculations and care of sealed sources of radiation is presented as well as: comparison of isodose curves (single fields); parallel opposed pair; three fields; four fields; principles of multiple field techniques; hot spots; oblique incidence, wedges and compensations; principles of instruction to include rotation and arc therapy; consideration of dosage calculations, such as tumor doses and maximum-minimum skin or tissue doses, with emphasis on planning treatments for a particular site of the body including the use of immobilization devices. Principles, aims, and techniques of applying ionizing radiation to the human body are addressed and supplemented by practical instruction in the treatment area and a clinical rotation through the planning department.

RTR 437. Quality Control in Radiography. (2-2-3 hours)
The philosophy and basic principles of quality assurance/control in radiography is presented. Factors influencing image quality, the influence of these factors on radiographs, explanation of instruments used in a quality control program, as well as collection and interpretation of statistical data are included. Practical application through laboratory sessions.

RTR 441, 442, 443. Clinical Practicums. (0-Variable-3 hours)
Elective clinical rotations in areas such as CT scanning, tomography ultrasound, cardiovascular, abdominal and neuro angiography, quality control, etc.

RTT 143, 144, 241, 242, 243, 244. Clinical Practicum. (Variable Credit)
The student is assigned clinical experiences on a quarterly basis at the Georgia Radiation Therapy Center in Augusta. Students work with the clinical personnel in a team approach to radiation therapy treatment, planning, and patient care.

RTT 201. Radiation Therapy I. (4-0-4 hours)
RTT 212. Radiation Therapy II. (5-0-5 hours)
These courses present the following topics: administrative structure, facilities, professional relationships, behavior and ethics, attitudes towards patient confidential information, tour of department and presentation of schedules and duties, patient care, nursing procedures and maintenance of records, medical terminology, clinical oncology, staging, histopathology, rationale of therapy, radio-responsiveness, psychosocial aspects, radiobiology, and radiographic information.

RTT 215. Seminar. (2-0-2 hours)
A review of radiation therapy literature through research, discussions, and student or guest presentation.

RTT 221, 222. Radiation Oncology I & II. (3-0-3; 3-0-3 hours)
An introduction to specific malignant disease entities by site of occurrence, including specific approaches to treatment of the body, breast, lung, bladder, brain, female and male urogenital organs, lymphomas, skin, bone, and the central nervous system. Disease processes and the treatment planning philosophy are discussed, as well as the inner-relating of treatment planning with clinical radiation therapy.

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Respiratory Therapy

R. Bekcham, Chairperson; S. Mishoe, L. Hooker, R. Sniadach, F. Dennison

RTH 100. Clinical Practicum I. (0-8-4 hours)
Prerequisite: RTH 101
This course is designed to give the students an opportunity to perform and to demonstrate clinically the knowledge gained in parallel courses. An opportunity for direct patient care and bedside learning is provided.

RTH 101. Respiratory Therapy Orientation. (5-0-5 hours)
This course places emphasis on the study of the gas laws, medical gas administration, oxygen therapy, humidity and aerosol therapy. A brief introduction of the organization and history of the respiratory therapy profession is also included.

RTH 101L. Clinical Lab. (0-4-2 hours)
This laboratory is designed to give the student hands-on experience with medical gas administration, humidity therapy and aerosol therapy. The laboratory will provide the student an opportunity to work with the various equipment and therapies taught in RTH 101.

RTH 102. Clinical Practicum II. (0-8-4 hours)
Prerequisite: RTH 100, 105
This course is designed to give the student an opportunity to perform and to demonstrate clinically the knowledge gained in parallel courses. An opportunity for direct patient care and bedside learning is provided.

RTH 105. Basic Respiratory Therapy Appliances & Modalities. (6-0-6 hours)
Prerequisite: RTH 101
This course will provide the student with the theories and principles of positive pressure breathing, incentive spirometry, disinfection, sterilization, chest physical, and ausculation. An in-depth study of the operation and maintenance of basic oxygen analyzers and pressure cycled ventilators will be included.

RTH 105 L. Clinical Lab. (0-4-2 hours)
This laboratory is designed to give the student experience with the administration, function, repair and maintenance of basic respiratory therapy equipment and medical gases that are presented in RTH 105.

RTH 110. Cardiopulmonary Pathophysiology. (5-0-5 hours)
Prerequisite: RTH 105, ANM 310, PHY 210

This course will cover the pathophysiology of disease entities that primarily involve the pulmonary system as well as the cardiovascular system. The etiology and pathophysiology of pulmonary mechanics, chest radiographic appearance, and a brief description of the treatment of each disease process will be covered.

RTH 202. Clinical Practicum III. (0-16-8 hours)
Prerequisite: RTH 102, RTH 205, RTH 207, RTH 210

This course is designed to give the student an opportunity to perform and to demonstrate clinically the knowledge gained in parallel courses. An opportunity for direct patient care and bedside learning is provided.

RTH 204. Clinical Practicum IV. (0-16-8 hours)
Prerequisite: RTH 202

This course is designed to give the student an opportunity to perform and to demonstrate clinically the knowledge gained in parallel courses. An opportunity for direct patient care and bedside learning is provided.

RTH 205. Ventilation, Quantitation and Clinical Evaluation. (3-0-3 hours)
Prerequisite: RTH 105

A study of clinical measurements used for evaluating adequacy of ventilation, oxygenation and cardiac output. There is emphasis placed on analysis and interpretation of arterial blood gases, electolytes, colloid oncotic pressures, cardiac output, V^D/V^T, Q^S/Q^T, and V/Q.

RTH 207. Methods of Ventilatory Alteration. (3-2-4 hours)
Prerequisite: RTH 105

This course is designed to give an overview of the most up-to-date mechanical devices used to assist and control ventilation. Emphasis will be placed on ventilator classification, criteria for ventilatory support, maintenance of the patient/ventilatory system, troubleshooting and bedside spirometry. Presentations will be given at the end of the course illustrating mismanaged and properly managed case studies on mechanical ventilation.

RTH 208. Special Clinical Rotation. (0-8-4 hours)
Prerequisites: RTH 204 and sophomore standing with permission of the department chairman.

This course is designed to give the student an additional opportunity to participate in a clinical area of particular interest.

RTH 209. Pulmonary Rehabilitation. (2-0-2 hours)
Prerequisite: Sophomore Standing

This course will cover the correlation of physiologic test results and physical examination in the diagnosis of chronic obstructive pulmonary disease. The student will learn the mechanical disadvantages of the COPD patient's breathing pattern and how these disadvantages can be modified through physical therapy to improve pulmonary function. The goals and elements of a pulmonary rehabilitation program will be discussed, including home based systematic care. Students skills will be demonstrated in patient instruction of breathing exercises.

RTH 210. Intensive Respiratory Care. (4-0-4 hours)
Prerequisite: RTH 305, RTH 310

An in-depth lecture and laboratory series emphasizing intensive respiratory care procedures. The emphasis will be placed on arterial blood gas techniques, artificial airways, artificial airway ware, and chest tube drainage systems. Techniques for respiratory, cardiac, and hemodynamic monitoring will also be discussed.

RTH 210L. Intensive Respiratory Care Lab. (0-2-1 hours)

This laboratory is designed to give the student hands on experiences with critical care procedures utilizing living animal models.

RTH 212. Pulmonary Functions. (2-2-3 hours)
Prerequisite: RTH 110

This course will cover normal and abnormal pulmonary functions. The student will learn to perform and interpret pulmonary function studies. The maintenance and repair of pulmonary function equipment will be covered.

RTH 214. Respiratory Therapy Pharmacology. (1-0-1 hours)
Prerequisite: RTH 105

A computer based course that provides the student the opportunity to learn respiratory therapy drug names, components and pharmacological effects. Dosage calculations and concentration measurements will also be covered. Other drug classification will be covered utilizing individual independent study packages.

RTH 217. Newborn and Pediatric Respiratory Care. (4-0-4 hours)
Prerequisites: RTH 205, 207, 210

Normal growth and development in the newborn through the pediatric age groups will be covered in depth. Cardiopulmonary diseases specific to the newborn and pediatric patient, along with therapeutic procedures will also be discussed. Mechanical ventilation of the newborn and pediatric patient will be covered.

RTH 224. Library Research. (1-1-2 hours)
Prerequisite: RTH 202

This course is designed to give the student experience in searching medical literature. The student will prepare and present a paper of his own composition.

RTH 250. Respiratory Therapy Seminar. (2-0-2 hours)
Prerequisite: Sophomore Standing

A survey in recent trends in respiratory therapy, the job opportunities available in the Southeast United States will be explored, a curriculum criteria will be made by the students and a comprehensive written and clinical stimulation exam will be administered (a graduation requirement).

RTH 299. Medical Terminology. (0-4-2 hours)
This is a self-study course designed to give the student a working knowledge of medical terminology. The combination of a programmed text and instructor supervision is used with emphasis on work construction, definition and use of medical terms.

RTH 300. Clinical Practicum I. (0-8-4 hours)
Prerequisite: RTH 301
Opportunity to perform and demonstrate clinically the knowledge gained in parallel courses. An opportunity for direct patient care and bedside learning is provided.

RTH 301. Respiratory Therapy Orientation. (5-0-5 hours)
Gas laws, medical gas administration, oxygen therapy, humidity and aerosol therapy. A brief introduction of the organization and history of the respiratory therapy profession is included.

RTH 301L. Clinical Lab. (0-4-2 hours)
This laboratory is designed to give the student hands-on experience with medical gas administration, humidity therapy, and aerosol therapy. A brief introduction of the organization and history of Respiratory Therapy is also included.

RTH 302. Clinical Practicum II. (0-8-4 hours)
Prerequisite: RTH 300, 305
Opportunity to perform and to demonstrate clinically the knowledge gained in parallel courses. An opportunity for direct patient care and bedside learning is provided.

RTH 303. Independent Study. (Variable credit)
Prerequisite: Permission of the instructor
Opportunity to pursue a course of study of particular interest in a non-resident or informal setting.

RTH 304. Cardiopulmonary Resuscitation. (2-4-2 hours)
An introduction to current practice of cardiopulmonary resuscitation. Various problems associated with CPR are covered and equipment needs are stressed. Factors predisposing individuals to cardiac arrest will be covered. Upon completion the student is awarded a certificate attesting that he/she is trained in basic cardiopulmonary resuscitation.

RTH 305. Basic Respiratory Therapy. (6-0-6 hours)
Prerequisite: RTH 301
Appliances and Modalities.
Theories and principles of positive pressure breathing, incentive spirometry, disinfection, sterilization, chest physical therapy, and ausculation. An in-depth study of the operation and maintenance of basic oxygen analyzers and pressure cycled ventilators.

RTH 305L. Clinical Lab. (0-4-2 hours)
Experience with the administration, function, repair and maintenance of basic respiratory therapy equipment and medical gases presented in RTH 305.

RTH 310. Cardiopulmonary Pathophysiology. (5-0-5 hours)
Prerequisite: RTH 305, ANM 330, PHY 311 and 312
Pathophysiology of disease entities that primarily involve the pulmonary system as well as the cardiovascular system. The etiology and pathophysiology of pulmonary disease, abnormal pulmonary mechanics, chest radiographic appearance, and a brief description of the treatment of each disease process is covered.

RTH 312. Clinical Presentations. (1-4-2 hours)
Prerequisite: RTH 310
Experience in searching medical records and support materials to prepare and make presentations of actual clinical case studies.

RTH 402. Clinical Practicum III. (0-16-8 hours)
Prerequisite: RTH 302, RTH 405, RTH 407, RTH 410
Opportunity to perform and to demonstrate clinically the knowledge gained in parallel courses. An opportunity for direct patient care and bedside learning is provided.

RTH 404. Clinical Practicum IV. (0-16-8 hours)
Prerequisite: RTH 402
Opportunity to perform and to demonstrate clinically the knowledge gained in parellel courses. An opportunity for direct patient care and bedside learning is provided.

RTH 405. Ventilation, Quantitation and Clinical Evaluation. (3-0-3 hours)
Prerequisite: RTH 305
A study of clinical measurements used for evaluating adequacy of ventilation, oxygenation and cardiac output. Emphasis on analysis and interpretation of arterial blood gases, electrolytes, colloid oncotic pressures, cardiac output, VD/VT, QS/QT, and V/Q.

RTH 407. Methods of Ventilatory Alteration. (3-2-4 hours)
Prerequisites: RTH 305
Overview of up-to-date mechanical devices used to assist and control ventilation. Emphasis is on ventilator classification, criteria for ventilatory support, maintenance of the patient/ventilator system, troubleshooting and bedside spirometry. Presentations are given at the end of the course illustrating mismanaged and properly managed case studies on mechanical ventilation.

RTH 408. Special Clinical Rotation. (0-8-4 hours)
Prerequisites: RTH 404 and Senior standing with permission of the department chairman.
Additional opportunity to participate in a clinical area of particular interest.

RTH 409. Pulmonary Rehabilitation. (2-0-2 hours)
Prerequisite: Senior Standing
Correlation of physiologic test results and physical examination in diagnosis of chronic obstructive pulmonary disease. Students learn the mechanical dis-

advantages of the COPD patient's breathing pattern and how these disadvantages can be modified through physical therapy to improve pulmonary function. The goals and elements of a pulmonary rehabilitation program are discussed, including home based systematic care. Student skills are demonstrated in patient instruction of breathing exercises.

RTH 410. Intensive Respiratory Care. (4-0-4 hours)
Prerequisites: RTH 305, RTH 310

An in-depth lecture and laboratory series emphasising intensive respiratory care procedures. Emphasis on arterial blood gas techniques, artificial airways, artificial airway care, and chest tube drainage systems. Techniques for respiratory, cardiac, and hemodynamic monitoring are discussed.

RTH 410L. Intensive Respiratory Care. (0-2-1 hours)

This laboratory is designed to give the student hands-on experiences with critical care procedures utilizing living animal models.

RTH 412. Pulmonary Functions. (2-2-3 hours)
Prerequisite: RTH 310

Normal and abnormal pulmonary functions. Students perform and interpret pulmonary function studies. Maintenance and repair of pulmonary function equipment is covered.

RTH 414. Respiratory Therapy Pharmacology. (1-0-1 hours)
Prerequisites: RTH 305

A computer based course that provides the opportunity to learn respiratory therapy drug names, components and pharmacological effects. Dosage calculations and concentration measurements are covered. Other drug classifications are covered using individual independent study packages.

RTH 417. Newborn and Pediatric Respiratory Care. (4-0-4 hours)
Prerequisites: RTH 405, 407, 410

Normal growth and development in the newborn through the pediatric age groups are covered in depth. Cardiopulmonary diseases specific to the newborn and pediatric patient, along with therapeutic procedures are also discussed. Mechanical-ventilation of the newborn and pediatric patient is covered.

RTH 424. Library Research. (1-1-2 hours)
Prerequisite: RTH 402

Experience in searching medical literature. Students prepare and present an original.

RTH 450. Respiratory Therapy Seminar. (2-0-2 hours)
Prerequisites: Senior Standing

A survey in recent trends in respiratory therapy, job opportunities in the Southeast are explored, a curriculum criteria is made by the students and a comprehensive written and clinical simulation exam is administered (a graduation requirement).

DENTISTRY

Dean - Dr. Judson C. Hickey
Associate Dean for Academic Affairs - Dr. Wallace S. Edwards
Associate Dean for Biological Sciences - Dr. Thomas R. Dirksen
Associate Dean for Clinical Sciences - Dr. Leon A. Leonard
Associate Dean for Administration - Raymond A. Lackman Jr.

SCHOOL OF DENTISTRY CALENDAR

Fall Quarter	**1985**	**1986**
4th quarter pre-session	September 19	September 18
Orientation/Registration for new students	September 24	September 23
Registration for returning students	September 26	September 25
Classes begin	September 26	September 25
Late fee begins	September 27	September 26
Last day for late registration	September 30	September 29
Midterm: last day to withdraw from a course without penalty	November 7	November 6
Thanksgiving recess	November 28-December 1	November 27-30
Term ends	December 20	December 19

Winter Quarter	**1986**	**1987**
Registration	January 6	January 5
Classes begin	January 6	January 5
Late fee begins	January 7	January 6
Last day for late registration	January 9	January 8
Last day to apply for June graduation	January 10	January 12
Martin Luther King Jr. Holiday	January 20	January 19
Midterm: last day to withdraw from a course without penalty	February 14	February 13
Term ends	March 28	March 27

Spring Quarter	**1986**	**1987**
Registration	March 31	March 30
Classes begin	March 31	March 30
Late fee begins	April 1	March 31
Last day for late registration	April 3	April 2
Spring Break	April 5-13	April 4-12
Midterm: last day to withdraw from a course without penalty	May 16	May 15
Term ends (12th quarter students)	June 6	June 5
Graduation ceremony	June 7	June 6
Term ends (3rd, 6th, 9th quarters)	June 27	June 26

Summer Quarter	**1986**	**1987**
Registration	June 18	June 18
Classes begin	July 28	July 27
Late fee begins	July 29	July 28
Last day for late registration	July 29	July 28
Midterm: last day to withdraw from a course without penalty	August 22	August 21
Labor Day Holiday	September 1	September 7
Term Ends	September 19	September 18

School of Dentistry

Philosophy

Dentistry is one of the senior health professions, bonded to other health care professions by common goals and objectives. Successful completion of the requirements established by the School of Dentistry leads to the D.M.D. degree. The dentist, the physician, and the health scientist share in contributing to the total health of the individual and the community.

The dentist must have specific knowledge and skills in the diagnosis, promotion of health and prevention and treatment of diseases associated with the oral cavity, and biological understanding of oral health and disease in terms of total health and disease. Furthermore, the dentist must be able to correlate both areas of knowledge to fulfill this role and effectively communicate with colleagues in all health professions.

An understanding of the scientific method is necessary for the dentist to evaluate proposed methods of diagnosis, prevention and treatment and to aid in the development of new, sound and effective methods. Finally, the dentist must have a sense of obligation to serve individual and community needs.

With these concepts representing its philosophy, the purpose of the School of Dentistry is to educate students to accept and to discharge competently the responsibilities of preserving individual and community health.

Objectives

The mission of the Medical College of Georgia School of Dentistry is to improve the oral health of people. To accomplish this mission, the School of Dentistry has the objectives of teaching, research and service that are common to all institutions of higher learning.

1. Educate students as dentists, dental specialists and associated allied dental personnel.
2. Foster and conduct research programs in basic and applied areas of dentistry, and in methods of dental education.
3. Participate in health care education and delivery; promote health maintenance and prevention of oral disease; assist in the continuing professional growth of dentists and allied dental personnel.

Accreditation

The School of Dentistry is fully accredited by the Commission on Dental Education of the American Dental Association.

Admission Requirements

Admission is on a competitive basis. The Admissions Committee recommends for selection those applicants who, in the judgment of the Committee, are best qualified among those who apply.

Applicants must meet the following minimum requirements:

Academic Requirements

1. Two years (at least 90 quarter hours or 60 semester hours) of undergraduate coursework at a regionally accredited college or university to be completed before the expected first registration date.
2. The above credit hours must include a minimum of ten quarter hours (or six semester hours) of:
   - Inorganic Chemistry with lab
   - Organic Chemistry with lab
   - Biology with lab
   - Physics with lab
   - English

Applicants are advised to complete the entire sequence of the above where the sequence exceeds 10 quarter hours. For example, many universities offer organic chemistry as three five-quarter hour courses and applicants are advised to take all three courses. Applicants are advised, but not required, to take at least one course in biochemistry. "Survey" courses will not satisfy science course requirements.

Dental Admission Test Requirement

Applicants must complete the Dental Admission Test (DAT) not later than the October testing preceding the year of desired entry.

Recommendations and Interviews

Applicants must submit three recommendations with the application.

While interviews are also required, only a limited number of applicants are selected for interviews. Invitations to interview are sent to applicants deemed best qualified.

Final admission decisions are based upon grade point average (particularly in the sciences), DAT scores, letters of recommendation, interviews, the perceived dental needs of Georgia, and assessment of the applicant's motivation and personal qualities deemed most conducive to the successful completion of the program and the practice of dentistry. Preference is given to residents of Georgia.

Application Procedures

Applications for admission and additional admissions information can be obtained from the Office of Student Affairs, Medical College of Georgia, Augusta, Georgia 30912. Application forms are available after July 1 of the year preceding the desired year of entry. Applications must be postmarked not later than December 1 of the year preceding the desired year of entry.

Fees and Expenses

Estimated Student Expenses Specific to Dentistry*

	First Year	Second Year**	Third Year**	Fourth Year
Books and Supplies	$ 695	$ 475	$ 380	$380
Instruments	3,780	2,130	330	—
Breakage and Replacement	220	200	100	115
Insurance	—	25	25	—
Uniforms	30	30	30	30
Other fees & Services	25	70	25	125
Total	$4,750	$2,930	$890	$650

*See Fees section of the Catalog for other costs.

Estimated housing, food and personal expenses are not included due to individual variance. In developing a personal budget, do not fail to include these items. Information on hospitalization and life insurance is in the General Information section.

Additional expenses related to a required off-campus (extramural) clinical experience may be incurred. Two such experiences are required, each three weeks in length, during the junior or senior year. Expenses will vary based on location.

Financial Aid

The Office of Financial Aid has a Bulletin outlining its financial aid program, and other assistance programs not directly administered by the Institution. This may be obtained along with application materials by writing:

Office of Financial Aid
Medical College of Georgia
Augusta, Georgia 30912

Applications for aid are separate from admission applications; one need not be officially accepted for admission before applying for assistance. Application materials should be submitted March 1 prior to enrollment, although later applications will be processed.

Curriculum

Design and Emphasis

The pre-doctoral curriculum leading to the D.M.D. degree requires 12 academic quarters plus two summer sessions in four calendar years. The curriculum initially emphasizes the basic sciences with an expanding emphasis upon the clinical sciences. Courses in fundamental principles within each basic science discipline, coupled with early clinical exposure, enable the student to correlate the basic and clinical sciences. The student's knowledge and familiarity with the basic sciences is reinforced by applied courses in each discipline. This early and continuing correlation is designed to educate the student to respect biological systems and to develop a basic understanding of the response of tissue to stimuli.

The expanding health needs of society are interrelated throughout the curriculum. Courses on principles of public health dentistry, epidemiology of caries and periodontal disease, behavioral aspects of patient populations, dental ethics, and jurisprudence are included. Practical experiences are arranged for dental students in epidemiologic, preventive and other appropriate community activities. Prevention is the overriding theme of all clinical disciplines.

Extramural Clinics

Students participate for a total of three weeks in one or more ambulatory dental facilities remote from the School of Dentistry.

Individual Student Development

Students have opportunities for development and expression in specific areas of their interest and ability. Three weeks are set aside in each of two summer sessions in which elective courses and other individually structured situations are available. Students are encouraged to contribute to the field of research and education. Students demonstrating superior clinical ability and interest are challenged with more complex technical and clinical problems. Students with motivation in the social aspects of the profession are further challenged in preventive and community dentistry projects.

The Student and the Health Team

Use of auxiliary personnel is stressed to prepare the student for the efficient practice of dentistry. The clinical design stimulates a group practice environment with dental assistants, hygienists and technicians playing an active role in comprehensive patient care. The close academic and physical relationship with the School of Medicine and the teaching hospital provides an awareness of associated medical sciences and hospital orientation. This emphasis is desirable in preparing the student not only for contemporary practice, but for the evolution of the profession.

The Student and Research

Dental students have an opportunity to participate in faculty research projects in both basic and clinical areas. They are encouraged to design and carry out projects of their own as well. The student is also encouraged to participate in graduate, postgraduate and continuing education courses offered at the institution and other dental schools within the United States through the elective program.

Methods of Instruction

Methods of instruction used in the curriculum vary. Didactic information is taught using lectures, seminars, conferences, field trips and self-instructional materials. Clinical skills are taught in supervised laboratories and clinics, supplemented by self-instructional materials. Innovative methods are encouraged.

School of Dentistry Curriculum

		Hours Weekly	Class Hours	Exam Hours	Total Hours
	Quarter 1				
	CMD 511	0	24	0	24
(Fall)	ANMD 511	5	50	4	54
	ANMD 513	5	50	4	54
	BCM 510	6	60	2	62
	OCC 514	16	160	10	170
	OMD 501	2	16	0	16
	TOTAL	34	360	20	380
	Quarter 2				
	BCM 511	5	55	2	57
(Winter)	ANMD 515	4	44	4	48
	ANMD 517	5	55	3	58
	DAU 511	1	11	1	12
	OPD 511	8	88	4	92
	PER 511	2	22	1	23
	OMD 511	2	22	1	23
	OCC 522	5	55	5	60
	CLP	0	2	0	2
	TOTAL	32	354	21	375
	Quarter 3				
	CLP 513	0	7	0	7
(Spring)	CMD 520	0	32	0	32
	OCC 517	4	40	1	41
	NS 514	5	50	4	54
	OMD 531	2	20	1	21
	PER 512	3	30	1	31
	RADD 513A	2	20	2	22
	OPD 512	9	90	4	94
	COM 521	7	74	6	80
	DPS 511	1	10	1	11
	TOTAL	33	373	20	393

Quarter 4

	OSD 513	2	22	2	24
(Fall)	CPR 521	0	8	0	8
	DPD 521	0	20	0	20
	RADD 513B	0	2	0	(per group) 2
	CLP 521	0	4	0	4
	MIBD 522	4	44	2	46
	PHYD 513	5	55	3	58
	OMTP 514	2	22	2	24
	PER 513	1	11	1	12
	COM 522	7	77	10	87
	OPD 514	8	88	8	96
	CPM 521	4	44	0	44
	TOTAL	33	397	28	425

		Hours Weekly	Class Hours	Exam Hours	Total Hours

Quarter 5

	MIBD 523	4	44	2	46
(Winter)	PHYD 520	4	44	3	47
	PATH 522	5	55	0	55
	DPS 512	1	11	1	12
	ENDO 521	5	55	4	59
	FIX 522	8	88	8	96
	OBIO 523	2	22	2	24
	CPM 522	7	77	0	77
	TOTAL	36	396	20	416

Quarter 6

	ORTH 534	3	33	3	36
(Spring)	OSD 532	2	22	2	24
	ANMD 532	5	55	4	59
	PATH 532	4	41	4	45
	FIX 523	4	40	8	48
	RPD 523	10	114	4	118
	PER 516	1	11	1	12
	CPM 523	7	77	0	77
	TOTAL	36	393	26	419

Quarter 7

	DPS 520	1	11	1	12
(Fall)	ORTH 542	2	20	2	22
	CMD 530	0	24	0	24
	PATH 523	4	40	2	42
	PHMD 521	4	40	2	42
	OSD 534	2	20	2	22
	OMTP 523	1	10	1	11
	FIX 531	8	80	4	84
	FIX 524	1	10	1	11
	CPM 531	15	152	0	152
	TOTAL	38	407	15	422

Quarter 8

	OCC 533	2	23	1	24
(Winter)	OSD 535	1	11	1	12
	PATH 531	3	33	2	35
	PHMD 531	4	44	2	46
	PER 524	2	20	2	22
	PRO 533	4	44	1	45
	PEDO 524	5	55	5	60
	CPM 532	15	165	0	165
	TOTAL	36	395	14	409

		Hours Weekly	Class Hours	Exam Hours	Total Hours

Quarter 9

	OMD 512	1	11	1	12
(Spring)	OBIO 535	1	16	2	18
	ENDO 533	1	11	1	12
	OMPO 533	2	22	2	24
	OMTP 541	1	11	1	12
	OMD 532	2	22	1	23
	OSD 541	3	33	2	35
	PATH 542	3	28	1	29
	CPM 533	22	242	0	250
	CMD 540A		4		4
	TOTAL	36	400	11	419

		Hours Weekly	Class Hours	Exam Hours	Total Hours
	Quarter 10				
	PEDO 534	0	8	0	8
(Fall)	ORTH 544	1	11	1	12
	OMPO 541	2	22	0	22
	PER 542	2	22	1	23
	RES 541	1	11	1	12
	OMD 533	2	22	2	24
	CPM 541	31	341	0	365
	GBP 541	0	4	0	4
	PEDO 541	1	11	1	12
	TOTAL	40	452	6	482
	Quarter 11				
	CMD 540	0	16	0	16
(Winter)	RES 542	1	10	1	11
	ENDO 542	1	10	1	11
	OBIO 541	1	10	1	11
	CPM 542	34	340	0	372
	GBP 542	0	4	0	4
	TOTAL	37	390	3	425
	Quarter 12				
	GBP 543	0	4	0	4
(Spring)	CS 543	1	6	0	6
	CPM 543	36	324	0	324
	RES 543	1	8	0	8
	TOTAL	38	342	0	342
	Summer 2				
	ENR 520	20	160	0	160
	CPM 524	10	80	0	80
	TOTAL	30	240	0	240
	Summer 3				
	DPD 541	0	40	0	40
	CPM 534	16	128	0	128
	CMD 530C	10	80	0	80
	TOTAL	26	248	0	248

CPM 545 — extra course for students not graduating on time.

Student Evaluation

The Student Evaluation Committee

Academic progress of students is monitored on at least a quarterly basis by the Student Evaluation Committee. After the Committee reviews and evaluates each student's performance, it recommends one of the following to the Administrative Council, the main policy-making body of the School, and ultimately to the Dean:

1. promotion to the next quarter and designation of the Dean's List;
2. remediation or repeating of course work in any deficient areas, as appropriate;
3. probation;
4. dismissal.

Promotion

Promotion to the next quarter is recommended when the student has successfully passed all courses and required programs and has a quarterly and overall grade point average of 2.0 or higher. Other students may be promoted at the discretion of the Student Evaluation Committee with approval of the Administrative Council and Dean.

Dean's List

Students who exhibit acceptable professional behavior and whose academic performance while carrying at least 12 hours any quarter is 3.25 or higher and who have not received any unsatisfactory or failing grades for the quarter are named to the Dean's List. Dean's List qualifications for students receiving grades of Incomplete (I) will not be determined until the I is replaced by an earned grade.

Remediation

Students experiencing difficulty in any course may be offered the opportunity to remediate deficient areas in order to demonstrate satisfactory mastery. However, remediation will be made available only to those students who have demonstrated satisfactory attendance and academic/clinical efforts as defined at the beginning of the course(s) by the course director. When a failing grade is received, re-registration in the course will be required. In some cases, the Student Evaluation Committee may recommend a reduced quarterly academic load to allow the student more time to master the required knowledge or skills. Remediation may involve repetition of an entire year in some instances.

Probation

Any student whose grade point average (GPA) for any quarter is below 2.0 (on a 4.0 scale) or whose cumulative MCG GPA is below 2.0 at the end of any quarter shall be considered on academic probation (subject to the provisions of the following dismissal and suspension policies). A student on Academic Probation for three consecutive quarters may be considered for dismissal.

Dismissal

The School provides students in difficulty with tutorial assistance and other special help to assist them in successfully completing the program. However, dismissal may be recommended by the Student Evaluation Committee to the Administrative Council under any of the following circumstances:

1. When the student fails to successfully pass courses required for graduation - particularly after repeated attempts;
2. When the student fails to maintain a 2.0 overall grade point average;
3. When the student fails to achieve at the level required when remediating a course or clinical skill; and
4. When a student's knowledge, character, and/or mental or physical fitness cast grave doubts upon potential capabilities as a dentist.

Students considered for dismissal under the above provisions have the right to appear before the Administrative Council prior to any recommendations being made, to be informed of all the circumstances and evidence which supports possible dismissal, and to present any information or evidence in their behalf. The Administrative Council shall then consider all evidence presented and make its decision. The Dean shall review the decision of the Administrative Council. The Dean may then choose to rescind, alter or uphold the Administrative Council's decision. His decision shall be final so far as the School of Dentistry is concerned. (Details on the dismissal procedure are made available to students during new student orientation.)

Appeals

The student may appeal any decision for dismissal made by the Dean to the President of the Medical College of Georgia, and apply for a review of the President's decision by the Board of Regents in accordance with Board policy.

Readmission

Students dismissed from the program may be readmitted only by the following:

1. Meeting specified criteria for readmission set at the time of dismissal as recommended by the Student Evaluation Committee and approved by the Administrative Council and Dean. Setting readmission criteria is only done where circumstances warrant and is not to be considered a right.
2. Any dismissed student may apply for admission by submitting a regular application for admission and following normal admission procedures.

Graduation

Approval to graduate a student rests with the Administrative Council and, ultimately, the Dean. Other graduation requirements are:

1. Satisfactory completion of all required courses.
2. An overall grade point average of 2.00 or higher.
3. Satisfactory completion of all clinical services, to include payment for services by assigned patients.
4. Return of assigned institutional property and equipment in acceptable condition.
5. Payment of outstanding obligations.

Advanced Education (Dental Residency Programs)

Postdoctoral programs in dental disciplines are designed to bring dentists to a superior level of biologic and technical education and clinical experience. This is necessary to provide oral health services for those patients with unusually complex and challenging oral health problems. Training in research and teaching gives additional breadth and stature to the graduate and equips him or her to contribute more effectively to the solution of problems confronting society and the profession.

The Medical College of Georgia is an equal opportunity institution and encourages applications from all interested persons.

Description of Advanced Education Programs

Endodontics

Dr. E. Joseph Neaverth, Program Director

The major objective of the residency program is to provide postgraduate training in Endodontics and to fulfill the specialty requirements of the American Dental Association, the American Association of Endodontists and the American Board of Endodontics. This is done through in-depth study of pertinent areas of basic science and correlation of the patho-physiologic processes with clinical problems encountered in Endodontics.

The resident becomes familiar with the problems of a differential diagnosis and treatment of pathosis of pulpal origin, is provided clinical experiences in routine and complicated procedures encountered in Endodontics, and is provided training and experience in research design and methodology.

The program permits flexibility to adapt to individual experiences and objectives for career development.

Oral Surgery

Dr. Edwin D. Joy, Program Director

Advanced education in Oral Surgery is a four-year, non-degree, postdoctoral program satisfying the educational requirements of the American Board of Oral and Maxillofacial Surgery. The study of the biomedical sciences as they relate to oral surgery are presented throughout the four years in regular weekly instructional courses, conferences and seminars and during rotations on medicine, anesthesia, surgery, and neurosurgery services. Residents are engaged in a research or publication project culminating in a report suitable for publication.

Orthodontics

Dr. Thomas J. Zwemer, Program Director

The residency program in Orthondontics is of 24 months duration. Successful completion fulfills the specialty training requirements of the American Dental Association, the American Association of Orthodontists and the American Board of Orthodontists. The curriculum consists of a nucleus of orientation courses given annually and supplementary courses repeated in a biennial cycle. Experience is provided in the Edgewise appliance system. The program emphasizes critical analysis of the literature, differential diagnosis, technical excellence and critical evaluation of treatment results. Interdisciplinary patient management is provided in cooperation with other residency programs. A research project culminating in a report suitable for publication is required.

Pedodontics

Dr. James T. Barenie, Program Director

The advanced program in Pedodontics is a two-year certificate program which satisfies the requirements of the American Board of Pedodontics. The program emphasizes clinical treatment of outpatients and hospitalized in-patients. Study of the biomedical sciences as they relate to pedodontics is presented throughout in regular weekly instructional courses, conferences and seminars, and during rotations on pediatric and anesthesia services. A research project culminating in a report suitable for publication is required.

Periodontics

Dr. Jerry J. Garnick, Program Director

The residency program in Periodontics provides the postdoctoral student with the biological and scientific background to treat all periodontal disease on a rational basis. Students become throughly familiar with the periodontal literature and receive broad clinical experiences in examination, prognosis and all accepted modes of treatment of periodontal diseases. Students are encouraged to continue learning experiences after completion of the program by critical review of the literature and experiences in clinical research. Hospital dentistry and a varied patient population are provided through Medical College of Georgia Hospital and Clinics.

The Periodontal Residency Program fulfills the requirements of the American Dental Association and graduates are qualified to take the examination of the American Board of Periodontology.

Prosthodontics

Dr. Barry M. Goldman, Program Director

The program includes clinical and didactic training in complete dentures, fixed and removable partial dentures, and maxillofacial prosthodontics. The biomedical sciences as they relate to prosthodontics are presented in regularly scheduled weekly courses, conferences and seminars. There is an affiliation with

Medical College of Georgia Hospital and Clinics and University Hospital. Residents who successfully complete the program will be educationally qualified to apply for examination by the American Board of Prosthodontics.

Any of the above postgraduate programs can be offered concurrently with an M.S. Degree in Oral Biology through the School of Graduate Studies. Additional time in residence usually is required.

General Practice

Dr. Jack D. Sherrer, Program Director

This program provides postdoctoral education in clinical dentistry and applied basic sciences, and hospital training and experience. The residency includes hospital service rotations in physical diagnosis, anesthesia, medicine and oral and maxillofacial surgery. In addition, seminars and courses of special interest in all disciplines of dentistry, designed for the postgraduate student, are available. Modern dental clinic facilities are utilized at the two hospitals and the School of Dentistry. Approximately 60 percent of the program is devoted to patient care.

COURSE DESCRIPTIONS

Certain courses listed show two numbers following the course titles, e.g. (44-1). These indicate clock hours-credit hours. Other courses show lecture-lab-credit hours, e.g. (5-2-6 hours).

Courses numbered 500-599 are open only to approved School of Dentistry students.

Clinical Practice Management

V. Johnson, Coordinator; J. Brown; C. Scruggs

CPM 521. Clinical Practice Management. **(44-1 hours)**
Prerequisites: Satisfactory completion of preceding clinical courses.

The practice of dentistry in the clinic environment. The student is evaluated on participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 522. Clinical Practice Management. **(77-2 hours)**
Prerequisites: Satisfactory completion of preceding clinical courses.

The practice of dentistry in the clinic environment. The student is evaluated on participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 523. Clinical Practice Management. **(77-2 hours)**
Prerequisites: Satisfactory completion of preceding clinical courses.

The practice of dentistry in the clinic environment. The student is evaluated on participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 524. Clinical Practice Management. **(72-3 hours)**
Prerequisites: Satisfactory completion of preceding clinical courses.

The practice of dentistry in the clinic environment. The student is evaluated on participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 531. Clinical Practice Management. **(152-3 hours)**
Prerequisites: Satisfactory completion of preceding clinical courses.

The practice of dentistry in the clinic environment. The student is evaluated on participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 532. Clinical Practice Management. **(165-4 hours)**
Prerequisites: Satisfactory completion of preceding clinical courses,

The practice of dentistry in the clinic environment. The student is evaluated on participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 533. Clinical Practice Management. **(214-5 hours)**
Prerequisites: Satisfactory completion of preceding clinical courses.

The practice of dentistry in the clinic environment. The student is evaluated on participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 534. Clinical Practice Management. **(72*-7 hours)**
Prerequisites: Satisfactory completion of preceding clinical courses.

The practice of dentistry in the clinic environment. The student is evaluated on participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 541. Clinical Practice Management. **(365-6 hours)**
Prerequisites: Satisfactory completion of preceding clinical courses.

The practice of dentistry in the clinic environment. The student is evaluated on participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 542. Clinical Practice Management. **(372-6 hours)**
Prerequisites: Satisfactory completion of preceding clinical courses.

The practice of dentistry in the clinic environment. The student is evaluated on participation, productivity, neatness and orderliness, and the maintenance of dental health records,

CPM 543. Clinical Practice Management. **(324-6 hours)**
Prerequisites: Satisfactory completion of preceding clinical courses.

The practice of dentistry in the clinic environment. The student is evaluated on participation, productivity, neatness and orderliness, and the maintenance of dental health records.

CPM 545. Clinical Practice Management. **(variable hours)**
Prerequisites: Satisfactory completion of all clinical expectations through Quarter 10. Credit to be assigned by faculty recommendation. Re-enrollment permitted.

CLP Clinic Protocol.
A no-credit course designed to introduce the student to clinic policies and procedures and as an orientation to the care and maintenance of dental equipment.

*Depending on DPD and Enrichment assignments.

Community Dentistry

(All Dental Courses Taught in One Time Block.)

J. Williams, Chairman; V. Della-Giustina; J. Zwemer

CMD 511. Orientation to the Profession. **(3-0-3 hours)**
A course tracing the historical development, contemporary challenges and future directions of the profession. Particular attention is given to the interaction between society and the profession. The needs/demands of patients are considered from the perspective of major socio-economic factors. Vocational opportunities for the dentist are also considered from the standpoint of scope, challenge and personal satisfaction.

CMD 520. Epidemiology and Community Health. **(3-0-3 hours)**
A course designed to introduce and to illustrate the principles of planning, conducting, and evaluating public health surveys and public health educational programs. Particular consideration is given to the screening and health education of elementary school children, and to the implementation of preventive techniques suitable for public health practice.

CMD 530. Access to Dental Care. **(2-0-2 hours)**
A course designed to explore methods of gaining access to such categorical groups as the disadvantaged, the handicapped, and the elderly, and to deliver comprehensive preventive care to such groups.

CMD 530C. Public Health Clerkship. **(0-5-5 hours)**
A course designed to provide each student with clinical experiences in differing community settings away from campus. Each student will be involved for a total of three weeks in an ambulatory dental facility. These facilities will allow the student to apply his clinical skills in the delivery of primary dental care for diverse, unscreened populations of patients.

CMD 540. Ethical, Social and Legal Issues in Dentistry. **(2-0-2 hours)**
A course designed to survey the social, ethical and legal implications of issues currently confronting the profession as a background to private dental practice.

CMD 540A. Vocational Opportunities in Dentistry. **(1-0-1 hour)**
A seminar course emphasizing opportunities in the profession of dentistry with special emphasis on private practice.

***CMD 803. Dental Health Program Planning and Field Experience.** **(4-2-5 hours)**
(Graduate course for candidates for the masters degree in health education with a dental major.)

A course devoted to the general knowledge and skills specific to the process of planning, implementation, operation and evaluation of public health programs.

***CMD 804. Dental Health Epidemiology.** **(4-2-5 hours)**
(Graduate course for candidates for the master's degree in health education with dental hygiene or dental major.)

A required (dental major) or elective (dental hygiene major) course devoted to the basic concepts of research design, epidemiology, biostatistics, and literature evaluation. The preparation of research protocol is required.

***CMD 805. Dental Health Delivery in a Changing Society.** **(4-0-5 hours)**
(Graduate course for candidates for the master's degree in health education for dental hygiene and den-

tal majors.)

A required course (dental major) or an elective course (dental hygiene major) designed to explore the continuing influence of society upon the dental profession.

***CMD 806. Research in Dental Public Health.** **(4-2-5 hours)**
(Graduate course for candidates for the master's degree in health education with a dental major.)

A course devoted to the selection, planning, conduct, analysis, reporting and presentation of a research topic in the field of dental public health.

ENR 520. Dental Enrichment Elective. **(5 credit hours)**

A four-week block of electives offered each summer for the personal enrichment of both students and faculty. Students may elect a faculty-designed course(s) from the catalog or may self-design their own course with faculty consultations and supervision.

*Approved for credit toward a graduate studies degree.

Dental Materials

C. Fairhurst, Coordinator; J. Mackert; R. Morena; R. Ringle

DPS 511. Dental Materials I. **(1-0-1 hours)**

Physical and mechanical properties of dental amalgam, composite resin and dental cements introduced in OPD 511 are described. The types of material failures which may result due to manipulation errors are presented.

DPS 520. Dental Materials II. **(1-0-1 hours)**

Manipulation, handling characteristics, and properties of impression materials, denture base resins, and dental waxes introduced in OPD 514 and COM 520 are discussed. Also presented are a comparison of porcelain and acrylic resin denture teeth characreristics, and the properties of gypsum products.

DPS 512. Dental Materials III. **(1-0-1 hours)**

Detailed study of principal materials and techniques used in fabrication of fixed metal restorations, including high-heat investments, die materials, sprue design, casting and finishing procedures, gold alloys, alternatives to gold alloys, and soldering. Initial laboratory exposure to these materials and procedures is in OPD 514 and FIX 522.

DPS 531. Dental Materials. **(1-0-1 hours)**

A problem-oriented approach to understanding the materials and techniques used in dentistry: dental amalgam, composite resins, dental cements, impression materials, gold and non-precious alloys, investments, porcelain, casting and soldering procedures, etc. Having a basic familiarity with the materials and technqiues from other preclinical courses, the students will learn in this course the causes and proper solutions to problems they may have encountered in their use.

Dental Practice Dynamics

R. Kaminski, Coordinator; G. Heuer; S. Jackson*; R. Kaltenbach; Nick Minden*.

*Part-time

DAU 511. Introduction to Operatory Procedures. **(11-1 hours)**

Lectures on the care and maintenance of dental equipment; operation of dental operatory equipment; chair, patient and operator positions; instrument sterilization rationale and procedures; and basic interpersonal skills.

DPD 521. Interpersonal Communication and Behavior Modification (3 day Period). **(20-2 hours)**

Practical training in a workshop setting in techniques of communication and behavior modification appropriate to the dental setting. A model of the behavioral change process is presented. Didactic-experiential presentation emphasizes human relation skills, motivation, treatment contracting, analyzing performance problems and behavioral management techniques. Behavioral approaches to pain control are presented. Students apply principles to patients during regular clinical treatment.

DPD 541. Principles and Practices of Small Business Administration. **(40-3 hours)***

In small group seminars, specific areas of business administration are discussed and applied to private practice dentistry. Subject matter includes facilities and equipment design and evaluation, selection and management of support personnel, association and lease contracts, principles and practices of accounting and finance. Emphasis is on the ability to establish practice objectives, evaluate management situations and make appropriate decisions.

DPD 542C. Dental Practice Dynamics Clinic. **(126-2 hours)**

Clinical practice in four-handed, sit-down techniques; including the use and management of trained dental assistants in providing dental services for patients.

DAU 124/324. Dental Auxiliary Utilization.

Dental Auxiliary Utilization for Dental Hygiene students. Training in identification of instruments, four-handed dentistry techniques and rubber dam placement.

*Offered in a concentrated, workshop format of five days duration.

Endodontics

J. Neaverth, Chairman; I. H. Holton; M. Ringler.

ENDO 521. Fundamentals of Endodontics. (2-3-5 hours)
Introductory lecture and laboratory course on principles in prevention, diagnosis, treatment planning and treatment related to pulpal and periapical pathosis. Some principles are correlated to appropriate concepts in basic sciences.

ENDO 533. Advanced Endodontics. (1-0-1 hours)
More complex problems related to pupal pathosis and treatment. Discussed are restorations following endodontic treatment, diagnosis and care of emergencies, and indications and technqiues of endodontic surgery.

ENDO 542. Endodontics Seminar. (1-0-1 hours)
Small discussion groups consider selected topics of special interest and present problem patient cases. Students present cases.

Occlusion

D. Lundquist, Coordinator; G. Loft, M. Reynolds.

OCC 514. Introductory Occlusion. (4-12-10 hours)
Lectures detail tooth morphology and correlate this to mandibular movements. Movement is described in the frontal, sagital and horizontal planes. Effects of different movements on cusp placement, cusp height, and ridge and groove direction are demonstrated.
Laboratory experiences apply this knowledge to practical waxing procedures with emphasis on improving digital dexterity and tri-dimensional spatial visualization.

OCC 517. Occlusal Equilibration. (1-3-2 hours)
Prerequisite: OCC 514.
Lectures, laboratory and clinical procedures involved in determining the functional status of the natural dentition.

OCC 533. Causes and Treatment of Mandibular Dysfunction. (1-1-2 hours)
A conjoint course presenting the multicausal factors of craniofacial pain and the relationship of occlusion to these signs and symptoms. The role of occlusal treatment and other modalities are presented. Clinical and laboratory phases include vavrious types of splint construction.

541C. Clinic. (0-2-1 hours)
Prerequisite: OCC 517
A clinical experience applying the principles of examination, diagnosis and appropriate treatment.

Oral Biology - Anatomy

M. Sharawy, Coordinator; J. Boshell*; I. Hawkins*; F. Lake; N. O'Dell.

*Joint Appointment

PHY 132 and 332. Anatomy and Physiology for Dental Hygiene. (6-0-6 hours)
See Oral Biology - Physiology course descriptions.

ANMD 113. Anatomy for Dental Assistants and Technologists. (2-0-2 hours)
An introductory anatomy course which includes the microanatomy of the oral tissues as well as the gross anatomy of the head and neck region. Emphasis is placed on oral structures.

ANMD 511. General Microanatomy and Embryology. (4-1-5 hours)
Prerequisite: College Biology
In-depth study of the cytology and histology of the primary tissues. Tissues from the oral cavity are used for laboratory studies. Includes 10 hours of general human embryology and stresses the development of the orofacial structures. The objectives are to correlate the structure and function of cells and tissues to clinical dental problems.

ANMD 513. Applied Head and Neck Anatomy. (1-4-5 hours)
Prerequisite: College Biology
Lecture (30 percent of total time) correlate the anatomical information learned in the laboratory to clinical problems, and also tie the regional approach of laboratory anatomy to a systemic physiological anatomy. Students dissect the head region. Models and movies on prodissections supplement dissection.

ANMD 515. Applied Head and Neck Anatomy. (1-3-4 hours)
Prerequisite: ANMD 513.
Continuation of ANMD 513, in which the students dissect the superficial and deep structures of the neck region. Correlation of anatomical information learned to clinical problems is emphasized and practiced during the course.

ANMD 517. Dental and Systemic Histology. (4-1-5 hours)
Prerequisite: ANMD 511.
Lectures, laboratories and clinical conferences emphasize the functional microanatomy of human organs. Forty percent of course time is used to study applied microanatomy of oral and perioral tissues. Emphasis is on correlation of basic science information with clinical dental problems.

ANMD 532. Systemic Anatomy. (2-3-5 hours)
Prerequisites: ANMD 511, 513, 515, 517
Laboratory dissection; study of models and movies on prodissection, of the anatomical organization of axilla, thorax, abdomen, pelvis, and upper and lower extremities. The dissection manual and lectures help students study the human body on a systemic basis. Clinical correlation is emphasized.

NS 514. Neurosciences. **(4-1-5 hours)**
Prerequisites: ANMD 511, 513, 515, and 517

Presented jointly by the sections of anatomy and physiology of the Department of Oral Biology, the course deals with structure and function of the nervous system through lectures and laboratories. Basic science information is correlated to neuropathies of dental interest.

OBIO 541. Cranial Nerve Testing. **(1-0-1 hours)**

This course complements the neural sciences course offered during the first year of the dental curriculum. The course consists of lectures and bioclinical seminars on the neurological examination, structures and functions of cranial nerves, and cranial nerve disorders of interest to dentistry.

OBIO 811. Head and Neck Anatomy. **(2-0-2 hours)**

See School of Graduate Studies, Oral Biology course descriptions.

OBIO 822. Oral Biochemistry - Graduate Course. **(2-0-2 hours)**

See School of Graduate Studies, Oral Biology course descriptions.

Oral Biology - Biochemistry

S. Bustos-Valdes, Coordinator; T. Dirksen; J. Erbland, W. Karp*; M. Ringler*.

*Joint Appointment

BIO 131-331. Biochemistry for Dental Hygiene I. **(3-0-3 hours)**

This course is an introduction to the nutritional aspects of biochemistry as it applies to preventive dentistry. Topics include carbohydrate protein and lipid metabolism. Correlation of the above with obesity, diabetes, dental caries and atherosclerosis are stressed.

BIO 132-332. Biochemistry for Dental Hygiene II. **(4-0-4 hours)**
Prerequisite: BIO 131-331

Continuation of BIO 131-331. Topics include phosphates in dental caries and trace elements. The role of nutrition in disease prevention and the concept of the diet as part of disease therapy are presented.

BCM 510. Biochemistry I. **(6-0-6 hours)**

Biochemical concepts and information essential to understanding the chemistry of the living cell are presented. Correlations between biochemistry and dental clinical sciences are emphasized in lectures and bioclinical seminars.

Topics in the first quarter include: structure and function of proteins, and the chemistry and metabolism of carbohydrates and lipids.

BCM 511. Biochemistry II. **(5-0-5 hours)**
Prerequisite: BCM 510

Continuation of BCM 510. Topics include: amino acid metabolism and urea cycle, chemistry and metabolism of nucleic acids, protein synthesis, nutrition, and the chemistry and metabolism of mineralized tissue.

Oral Biology - Microbiology

G. Schuster, Coordinator; G. Burnett, Emeritus; K. Volkmann.

MIB 130-330. Microbiology for Dental Hygienists. **(4-0-4 hours)**
Prerequisite: Biochemistry

Lectures on principles of microbiology, immunology, and infectious disease and their applications to the practice of dental hygiene.

MIB 200-201. Microbiology for Dental Assistants. **(4-0-4 hours)**

Lectures and demonstrations on fundamental principles of microbiology, aseptic procedures, and sterilization and disinfection.

MIBD 522. Oral Microbiology and Infectious Disease I. **(4-0-4 hours)**

Lectures on microbiology and immunology including microbial physiology, metabolism, genetics and mechanism of pathogenesis, and basic principles of immunology and immunological responses.

MIBD 523 Oral Microbiology and Infectious Disease II. **(4-0-4 hours)**
Prerequisites: Biochemistry 510, 511, MIBD 522

Lectures and laboratory on infectious diseases with emphasis on those with oral manifestations. Laboratory experiences in application of microbiology to the practice of dentistry.

OBIO 523. Cariology. **(2-0-2 hours)**
Prerequisites: Biochemistry 510, 511, MIBD 522

In-depth study of the multifactorial aspects of dental caries, including analysis of molecular pathology, early and current theories of caries formation, microbiological and chemical composition of dental plaque, host and nutritional influences on the development of the disease. Immunological aspects of caries, procedures for controlling plaque formation and the clinical use of occlusal sealants as a caries preventive tool.

OBIO 841. Microbiological and Immunological Aspects of Oral Disease. **(2-0-2 hours)**

See School of Graduate Studies; Oral Biology course descriptions.

Oral Biology - Pharmacology

L. Gangarosa, Coordinator; A. Ciarlone; B. Fry.

PHM 124. Pharmacology for Dental Assistants. (3-0-3 hours)
Prerequisite: Biochemistry
Lectures on general principles, drugs used in dental practice, and other drugs that affect dental treatment.

PHM 230 and PHM 430. Pharmacology for Dental Hygiene. (4-0-4 hours)
Prerequisites: Human Anatomy and Physiology and Biochemistry
A basic pharmacology course including: 1) general principles; 2) a study of drugs commonly used to treat diseases and disorders of the nervous, cardiovascular-renal, gastrointestinal, and endocrine systems; and 3) consideration of antibiotics and chemotherapy. Special emphasis on drugs used in dentistry and also on how certain drugs affect the treatment and response of the dental patient.

PHMD 521. Pharmacology and Therapeutics I. (4-0-4 hours)
Prerequisites: Biochemistry and Physiology
Combines general topics in pharmacology with dental therapeutics. The former provides understanding of pharmacotherapeutics and medical drugs which dental patients use. Therapeutics emphasize drugs used by dentists, including posology and prescription writing. This course stresses principles of drug action as a sound basis for therapeutics. Drugs emphasized are autonomic agents, autopharmacological agents, local anesthetics, sedative hypnotics and analgesics. Special emphasis is on drugs used for control of pain and anxiety. Special problems in drug therapy of oral tissues are emphasized. This approach is also used in the subsequent course, (PHMD 531).

PHMD 531. Pharmacology and Therapeutics II. (4-0-4 hours)
Prerequisite: PHMD 521
Continuation of PHMD 521. Subjects include: general anesthetics, antibiotics, endocrines, respiratory agents, drugs that alter mood, and drugs affecting the heart and blood elements. Special emphasis is on drugs used for chemotherapy of infection.

OBIO 535. Fluoride. (1-0-1 hours)
Prerequisite: Oral Biology Courses
Overview of current understanding of how fluoride inhibits caries formation. Areas covered include the influence of fluoride on plaque formation, bacterial metabolism, remineralization, historical perspective, distribution, enamel, salivary transport, methods of delivery, arguments of antifluoridantionists, soft tissue metabolism, and toxicity.

OBIO 863. Dental Pharmacology. (2-0-2 hours)
See School of Graduate Studies, Oral Biology course descriptions.

Oral Biology - Physiology

J. Weatherred, Coordinator; D. Pashley; G. Whitford.

PHY 132 and 332. Anatomy and Physiology For Dental Hygiene. (6-0-6 hours)
Microanatomy of human tissues with emphasis on the teeth, oral mucosa and salivary glands. Gross anatomy of human organ systems is presented briefly. Emphasis is on the muscles of facial expression and mastification, and the blood and nerve supply to the oral and perioral tissues. Membrane, muscle, nerve, cardiovascular, respiratory, and endocrine physiology are covered.

PHYD 513. Human Physiology. (5-0-5 hours)
Prerequisites: Anatomy, Histology and Biochemistry
An integrated study of the functional systems of the hyman body ranging from molecular interaction to organismic behavior. Special emphasis on principles and concepts related to dental practice.

PHYD 520. Human Physiology. (4-0-4 hours)
Prerequisite: PHYD 513
Continuation of PHYD 513.

NS 514. Neurosciences. (4-1-5 hours)
See Oral Biology-Anatomy course descriptions.

OBIO 833. Physiology of the Stomatognathic System. (2-0-2 hours)
See School of Graduate Studies, Oral Biology course descriptions.

PHY 803. Peripheral Circulation. (3-0-3 hours)
See School of Graduate Studies, Physiology course descriptions.

Oral Medicine

B. Rice, Chairman; P. Wynn; B. Powell.

OMD 140-340. Oral Medicine for Dental Hygiene.
This is a concentrated 16 hour course during the first week that the student is on the campus, designed to introduce them to the principles of preventive dentistry and personal prevention related to lifestyle.

OMD 220-420. Oral Medicine for Dental Hygiene. (2-0-2 hours)
This course is an in-depth study of the more common systemic diseases, the major complications of systemic disease, and what effect those diseases have on the provisions of oral health care.

OMD 501. Introduction to Personal Prevention.
This is a concentrated 16 hour course during the first week that the student is on the campus, designed to introduce them to the principles of preventive dentistry and personal prevention related to lifestyle.

OMD 511. Oral Diagnosis I. **(2-0-2 hours)**
Introduction to the technique of oral physical examination and collection of diagnostic data. Patient management in the clinic.

OMD 512. Physical Diagnosis. **(1-0-1 hours)**
Prerequisite: OMD 511.
Techniques of physical examinations routinely performed in a dental office are described and practiced. The collection and correlation of pertinent health data and its importance in the diagnostic process.

OMD 522C. Clinic. **(1 hour)**
Clinical component of oral diagnosis and treatment planning. Students carry out oral physical examinations, history-taking, and other diagnostic procedures indicated for patients assigned. In this clinical activity the student has the opportunity to put into practice the principles previously presented in didactic courses.

OMD 531. Nutrition. **(2-0-2 hours)**
Prerequisite: Biochemistry
Various aspects of nutritional counseling with patients are practiced. Major nutritional problems encountered in the clinical practice of dentistry are discussed.

OMD 531C. Clinic. **(1 hour)**
Prerequisite: OMD 522C
Continuation of diagnostic and treatment planning procedures for patients with oral disease problems of increasing complexity.

OMD 532. Oral Medicine I. **(2-0-2 hours)**
Prerequisites: Biochemistry, Anatomy, Microbiology, Physiology, OMD 511, OMD 512, Pathology, Oral Pathology
Oral manifestations of systemic disease and the effects of oral disease on systemic health.

OMD 533. Oral Medicine II. **(2-0-2 hours)**
Prerequisite: OMD 532.
Continuation of OMD 532 largely in a problem-solving format.

OMD 533C. Clinic **(1 hour)**
Prerequisites: OMD 522C, OMD 531C
Diagnostic and treatment-planning procedures for patients with oral disease problems of increasing complexity.

OMD 542C. Clinic. **(2 hours)**
Prerequisites: OMD 522C, OMD 531C, OMD 533C
Diagnostic and treatment-planning procedures for patients with oral disease problems of increasing complexity.

OMPO 533. Practitioner Orientation I. **(2-0-2 hours)**
Introduction to the fundamental principles of practice administration.

OMPO 541. Practitioner Orientation II. **(2-0-2 hours)**
Prerequisite: OMPO 533
A continuation of the principles of practice administration. The student is required to prepare a written statement on his philosophy of practice.

OMPO 542. Practitioner Orientation III. **(1-0-1 hours)**
Prerequisites: OMPO 533, OMPO 541
A continuation course on the principles of practice administration. The student may prepare a detailed manual of practice procecures.

OMTP 514. Principles of Treatment Planning I. **(1-0-1 hours)**
Introduction to planning comprehensive treatment for patients. First of a series of courses applying the principles of treatment planning to patients who present oral health problems of increasing complexity.

OMTP 523. Principles of Treatment Planning II. **(1-0-1 hours)**
Prerequisite: OMTP 514
Continuation of OMTP 514. Application of fundamental principles to increasingly complex problems is practiced.

OMTP 541. Principles of Treatment Planning IV. **(1-0-1 hours)**
Prerequisites: All previous OMTP courses
Continuation of the clinical applications of the principles of treatment planning.

CS 543. Clinical Seminar in Principles of Treatment Planning V. **(2-0-2 hours)**
(Conjointly with the Department of Occlusion)
Prerequisites: All previous OMTP courses
Each student presents a documented case in which he has applied the principles of treatment planning.

Oral Pathology

R. McKinney, Chairman; S. Kolas; B. Singh.

PATH 118. Pathology for Dental Assistants. **(2-0-2 hours)**
Prerequisites: Anatomy and Physiology
Lectures on the general principles of disease phenomena and diseases of the oral and paraoral regions for dental assistants.

PATH 130 and PATH 330. Pathology for Dental Hygiene. **(2-0-2 hours)**
Prerequisites: Anatomy, Biochemistry and Physiology
Lectures on the general principles and underlying mechanisms of disease. Disease of various organ systems are reviewed with emphasis on the oral manifestations of systemic disease and relevance of systemic disease to the management of the dental patient.

PATH 131 and PATH 331. Pathology for Dental Hygiene. **(3-0-3 hours)**
Prerequisites: PATH 130/330
This course examines the clinical aspects of oral

disease. Topics include developmental anomalies of the teeth and oral tissues, benign and malignant neoplasms, and oral manifestations of systemic disease.

PATH 522. General Pathology I. (4-1-5 hours)
Prerequisites: Histology, Biochemistry, and Physiology, or permission of instructor

This course embodies the basic principles of disease and abnormal anatomy. Considerable attention is given to the understanding of the mechanisms underlying the biological change at the cell and subcellular levels. The parameters of cell injury, inflammation, carcinogenesis, wound healing, living agents of disease, circulatory disturbances, and inborn errors of metabolism are studied in depth.

PATH 523. Oral Pathology I. (4-0-4 hours)
Prerequisites: Gross Anatomy, Embryology, Histology, General Pathology I, Biochemistry and Physiology

This course examines the etiology, pathogenesis and clinico-pathologic aspects of oral and paraoral disease. Through the use of clinico-pathological conferences, emphasis is placed on learning how to establish a diagnosis. Subjects include developmental disturbances, benign and malignant neoplasms, diseases and tumors of the salivary glands, and odontogenic cysts and tumors.

PATH 531. Oral Pathology II. (3-0-3 hours)
Prerequisite: Oral Pathology I

This course is a continuation of PATH 523, Oral Pathology I. Subjects include spread of dental infrection, regressive alterations, oral manifestations of metabolic and dermatologic diseases, infectious diseases of the oral cavity, craniofacial syndromes, and diseases of bone and the hematopoietic system.

PATH 532. Systemic Pathology. (3-1-3 hours)
Prerequisites: General Pathology I and Gross Anatomy (may be taken concurrently)

This course examines the disease processes that effect the various organ systems of the human body (not including the oral and perioral regions). Discussion centers around the etiology, pathogenesis, clinical implications and sequelae of various diseases. Disease alterations are examined at the gross and microscopic level in laboratory sessions. Correlation of systemic diseases of importance in dentistry are emphasized.

PATH 542. Oncology. (2-0-2 hours)
Prerequisites: General Pathology, Systemic Pathology and Oral Pathology I and II or permission of instructor

This is a miltidisciplinary, lecture-discussion course concerning the dental and medical aspects of the management of patients with head and neck tumors. The general objectives of the course are to provide the student with an awareness and understanding of oncologic diagnostic principles and principle modes of treatment. Topics include head and neck surgery, chemotherapy, radiotherapy, reconstructive surgery, maxillo-facial prosthodontics, emotional reaction to cancer and recent advances in cancer research.

OBIO 722. General Pathology I. (4-2-5 hours)

OBIO 723. Oral Pathology I. (4-0-4 hours)

OBIO 731. Oral Pathology II. (3-0-3 hours)

OBIO 732. Systemic Pathology (3-1-3 hours)

OBIO 852. Molecular Pathology (2-0-2 hours)

OBIO 854, 855. Advanced Oral Pathology. (1-0-1 hours each)

OBIO 856, 857, 858, 859. Special Topics in Oral Pathology. (1-0-1 hours each)
See School of Graduate Sutdies, Oral Biology for the above courses descriptions.

Oral and Maxillofacial Surgery

E. Joy, Chairman; W. Hammer; A. Sisk; D. Shelton

OSD 513. Local Anesthesia. (2-0-2 hours)
Prerequisites: Anatomy, Physiology

Introductory course in pain control and patient management. The pharmacology of local anesthetic agents is presented in detail, and clinical techniques of local anesthetic administration are presented inlecture and practiced in the laboratory.

OSD 532. Fundamentals of Oral Surgery. (2-0-2 hours)
Prerequisites: Local Anesthesia, Basic Sciences

Lectures provide basic information necessary to complete clinical requirements in oral surgery and subsequently, clinical requirements in oral surgery and perform those surgical techniques within the scope of a general practitioner. Introductory lectures on hospital dentistry are presented.

OSD 533C. Oral Surgery Clinic. (2 hours)
Prerequisite: OSD 532 and Clinic Indoctrination

The initial course for which a grade is credited in a continuous sequence of patient care in Oral Surgery which extends from the seventh through the twelfth quarters. This course is registered in the tenth quarter. The activity provides the student with the opportunity to become proficient in minor outpatient oral surgery, but limited to those procedures commonly performed by the general dental practitioner. Three proficiency examinations are required after indicated experience.

OSD 534. Dedation and Anxiety Control. (2-0-2 hours)
Prerequisites: Basic Sciences, Local Anesthesia, Fundamentals of Oral Surgery

Basic concepts of sedation and rationale. The pertinent physiology and pharmacology information is presented. The techniques of inhalation and intravenous sedation are discussed and practiced. Psychological control of pain is also presented.

OSD 535. Management of the Medically Compromised Dental Patient. (1-0-1 hours)
Prerequisites: Basic Science courses in Anatomy, Physiology, Pathology, and Pharmacology.

Planning for dental care for the medically compromised patient and for the medical emergency. Modifications made in the treatment of a dental patient with a systemically compromising condition. Also considered is the preparation for and management of medical emergencies in the dental office.

OSD 541. Advanced Oral Surgery. (3-0-3 hours)
Prerequisite: Fundamentals of Oral Surgery

This course is of a lecture/discussion format which familiarizes the student with the broad scope of oral and maxillofacial surgery including impaction surgery, orthognathic surgery, an updating of pain control, pre-prosthetic surgery, a review of antibiotics and infection, management of cysts, management of temporomandibular joint disorders, facial and dental trauma, principles of transplantation of teeth and implantology, and hospital dentistry.

OSD 542C. Oral Surgery Clinic. (3 hours)
Prerequisites: OSD 533C

A continuation of Oral Surgery Clinic activity. Registration for this course is in the twelfth quarter. Four proficiency examinations in minor oral surgery are required for completion of the course.

OSD 550C. Hospital Clerkship. (2 hours)
Prerequisites: Fundamentals of Oral Surgery, Advanced Oral Surgery, and Sedation and Anxiety Control

A full-time, one-week activity introducing hospital dentistry and the role of the dentist in the hospital. Students are assigned to dental services at University and Medical College of Georgia Hospitals and Clinics where they take night calls and treat oral surgery patients in the clinics and operating rooms. Students become familiar with admission and discharge of patients, the hospital chart, initiating hospital orders and obtaining and providing consultations for other hospital services.

Two students at a time participate in the clerkship for one week. The week extends from 7:25 a.m. Monday to noon Saturday. Two nights "on call" at University Hospital are included.

Orthodontics

Dr. Thomas J. Zwemer, Acting Chairman; J. Boshell, D. Marshall*

ORTH 534. Introductory Orthodontics. (1-2-3 hours)

This course covers the basic principles of growth and development along with the application of interceptive orthodontics. A series of lectures will describe the classification of malocclusion, the use of cephalometric radiographs in describing normal and abnormal, and the development of occlusion through the transitional stage. Facial and whole body growth will be described in detail. Laboratory sessions will be utilized for cephalometric radiograph analysis and orthodontic data collection utilization.

ORTH 542. Adjunctive Orthodontics. (2-2-2 hours)

This course is designed to provide the student with the skills and judgments to recognize malocclusion and its successful treatment. At the end of the course, the student should be able to differentiate between normal occlusion and malocclusion, between simple malocclusion and complex malocclusion. The student should be able to describe how to orthodontically move teeth and why teeth move. The student should be able to build: an appliance which can upright molars which have tipped and drifted into space left by extraction of a mesially adjacent tooth; an appliance which can close a central diastema; an appliance which can correct a simple anterior crossbite; and an appliance which can correct procline maxillary incisors.

Finally, given a complete set of orthodontic records of a patient which has undergone the treatment of a complex orthodontic problem, the student should be able to abstract the record, outline the treatment goals, describe the treatment appliance and evaluate the treatment results.

ORTH 544. Orthodontic Diagnosis and Treatment Planning. (1-0-1 hours)

This course is designed to prepare the dentist to recognize malocclusion, assess its severity, and to participate in the treatment planning strategies of treatment. The course will include review of adjunctive treatment, comprehensive treatment, and interdisciplinary treatment of malocclusion.

Pedodontics

D. Myers, Chairman; J. Barenie; R. Bell.

PEDO 524. Preclinical Pedodontics. (3-2-4 hours)

Didactic material and technic laboratory exercises necessary for Clinical Pedodontics.

PEDO 533C. Clinical Pedodontics. (2 hours)

PEDO 534*. Dentistry for the Handicapped. (11-0-1 hours)

Didactic material relating to providing dental care for the handicapped.

PEDO 541. Pedodontic Seminar (1-0-1 hours)

A seminar for review and update of pedodontic topics.

PEDO 543C. Clinical Pedodontics. (2 hours)

*A two-day course.

Periodontics

J. Clark, Chairman; J. Garnick; J. Hardin*; J. Keagle; D. Marshall*

*Joint Appointment

PER 160/360. Periodontics for Dental Hygiene. **(2-0-2 hours)**
Lectures on etiology, examination and diagnosis of periodontal disease to hygiene students. In addition, lectures in oral disease control, root scaling and periodontal surgery are presented to the students.

PER 261/461. Periodontics for Dental Hygiene. **(2-0-2 hours)**
Biologic basis of periodontal maintenance therapy is thoroughly discussed with hygiene students. Etiology of periodontal disease and conservative treatment of the disease process is stressed. The discussions are interspersed with many clinical examples.

PER 511. Periodontics. **(2-0-2 hours)**
Healthy periodontium and chronic inflammatory periodontal diseases. Local etiologic factors, patient education, oral hygiene, prevention and an introduction to instrumentation are also covered.

PER 512. Periodontics. **(3-0-3 hours)**
Prerequisite: PER 511
Tooth surface instrumentation, gingival curettage and the history, examination, diagnosis, and prognosis of patients with ordinary chronic adult periodontal disease.

PER 513. Periodontics. **(1-0-1 hours)**
Prerequisite: PER 512
Continuing instruction in the periodontal diseases with discussions of acute periodontal diseases, the early onset chronic periodontal diseases, desquamative gingivitis, gingival recession, periondontal atrophy and periodontal trauma from occlusion. Periodontal surgery is introduced with general considerations and followed by detailed coverage of the gingivectomy.

PER 516. Periodontics. **(1-0-1 hours)**
Prerequisite: PER 513
Additional periodontal pocket eliminating and mucogingival plastic surgical treatment technqiues are presented. Included are rationale, indications, contraindications, applications, and wound healing.

PER 523C. Periodontics Clinic. **(1 hour)**
By the end of the sixth quarter, students must complete the necessary procedures to establish periodontal health for at least four patients.

PER 524. Periodontics. **(1-0-1 hours)**
Prerequisite: PER 516
Review of periodontal surgery introduced in the Spring (VI) Quarter Course. Osseous problems and related surgery are covered, with emphasis on procedures most relevant to a progressive general practice. Systemic considerations, current thinking in etiology, periodontal-restorative considerations, and wound healing are also covered.

PER 533C. Periodontics Clinic. **(3 hours)**
Prerequisite: PER 523C
By the end of the ninth quarter, students must complete the necessary procedures to establish periodontal health for at least eight patients. Students should have participated in one surgical procedure and should have completed four quadrants of root surface instrumentation.

PER 542. Periodontics. **(2-0-2 hours)**
Prerequisite: All other periodontics courses.
This course serves to review and update of previous material in seminar discussions with emphasis being placed upon clinical application and patient care.

PER 543C Periodontics Clinic. **(5 hours)**
Prerequisite: PER 533C
By the end of the twelfth quarter, students are to have established and maintained periodontal health of all patients under their care. They must have had involvement in a total of six surgical procedures, and must have completed 16 quadrants of root surface instrumentation.

***PER 807. Advanced Periodontics for Dental Hygienists.** **(5 hours)**
A review of the principles of periodontology, etiology and classification of periodontal disease. Indepth study of the rationale of various surgical and nonsurgical periodontal treatment. Opportunities in clinical setting are provided to illustrate these factors.
*Approved for credit toward a Graduate Studies degree.

Prosthodontics

A. Rahn, Chairman; B. Goldman; G. Parr; V. Urbanek; K. Gardner.

RPD 523. Removable Partial Dentures. **(3-9-6 hours)**
Prerequisites: COM 521, COM 522
Clinical-laboratory technique course in the fundamentals of good RPD design and fabrication, Emphasis is on examination, sequential treatment planning, and mouth preparation including occlusal modifications to assure optimal stability and occlusal harmony during function.

PRO 533. Advanced Prosthodontics. **(2-2-2 hours)**
Prerequisites: OCC 522, RPD 523, COM 521, COM 522
Lecture and laboratory primarily concerned with immediate dentures, overdentures and advanced concepts of removable partial denture design.

COM 521. Complete Dentures. (2-6-5 hours)
Prerequisite: OCC 522

Lecture, laboratory and clinical experiences of complete denture construction are presented on a manekin.

COM 522. Complete Dentures. (2-6-5 hours)
Prerequisite: OCC 522, COM 521

Extension and culmination of COM 520. A complete maxillary and mandibular denture is fabricated for an edentulous patient with major emphasis on correlating the patient's biological milieu with the clinical aspects of complete prosthodontics.

OCC 522. Occlusion for Artificial Dentition. (1-3-4 hours)
Prerequisite: OCC 514

Lectures and laboratory sessions on various concepts of occlusion for artifical dentition, including physiology of occlusion, philosophy and technique of arrangement of anatomic and non-anatomic denture teeth.

Radiology

W. Wege, Coordinator.

RADD 128 and RADD 328. Dental Radiology for Dental Hygiene. (1-0-1 hours)

Fundamentals of radiology, intra-oral techniques for taking and processing of radiographs are taught. Clinical time is afforded for the application of these principles.

RADD 228 and RADD 428. Radiology Technique for Dental Hygiene. (0-2-1 hours)

Using knowledge and skills learned in RADD 128 and RADD 328, students gain clinical experience in the dental radiology clinic of the School of Dentistry. The course continues for three quarters.

RADD 229 and RADD 429. Radiology Technique for Dental Hygiene. (0-2-1 hours)

Clinical experience in radiographic technique.

RADD 230 and RADD 430. Radiology Technique for Dental Hygiene. (0-2-1 hours)

Clinical experience in radiographic technique.

RADD 513A and B. Radiology. (2-0-2 hours)
Prerequisite: College-level Physics

Fundamentals of radiation production, radiation hazards and protection, dental radiographic technique, and interpretation.

Restorative

C. Morris, Chairman, Q. Davis; W. Edwards; J. Erbland; T. Garman; I. Hawkins; A. Nayyar; R. O'Connor; J. Sherrer; D. Smith; H. Williams; G. Schuster*; E. Mertz-Fairhurst; K. Wenner; F. Caughman.
*Joint Appointment

OPD 511. Operative Dentistry. (2-6-5 hours)

Principles and techniques of conservative cavity preparation and restoration of teeth with silver amalgam and esthetic restorative materials. Laboratory treatment of simulated natural teeth and extracted human teeth.

OPD 512. Operative Dentistry. (2-6-4 hours)
Prerequisite: OPD 511

Continuation of OPD 511 including silver amalgam in more extensively involved teeth. The latter segment introduces the student to supervised patient treatment applying acquired operative principles and techniques.

OPD 514. Operative Dentistry. (2-6-6 hours)
Prerequisite: OPD 511, OPD 512, DPS 511

Principles and techniques encountered in preparation of teeth and subsequent fabrication of gold castings for single tooth restorations.

FIX 522. Fixed Partial Prosthodontics I. (2-6-4 hours)
Prerequisites: OPD 511, OPD 512, OPD 514, DPS 511

Lecture and laboratory segments in fundamentals of abutment preparation, retainer and pontic design for the fabrication of Fixed Partial prostheses.

FIX 523. Fixed Partial Prosthodontics II. (1-2-4 hours)
Prerequisite: FIX 522

Fundamentals and principles taught in FIX 522 are applied to preparation and framework design for a porcelain-fused-to-metal fixed partial denture to be completed in FIX 531. Principles of electrosurgery, treatment of endodontically treated teeth and natural tooth preparation exercises are included.

FIX 524. Fixed Partial Prosthodontics III. (1-0-1 hours)
Prerequisites: FIX 522, FIX 523

Coordination of laboratory and clinical experiences, with increased clinical experience in fixed prosthodontics.

FIX 531. Dental Ceramics. (2-6-4 hours)
Prerequisites: OPD 511, OPD 512, OPD 514, FIX 522, DPS 511

The fabrication and clinical application of the porcelain-fused-to-metal fixed partial denture restoration. Laboratory activity include fabricating a porcelain-fused-to-metal fixed prosthodontics denture and the use of ceramic pigments in color characterization.

RES 522C. Restorative Clinic. (2 hours)
Prerequisites: OPD 511, OPD 512, OPD 514, DAU 511, DPS 511

A variety of operative procedures in a closely supervised clinical environment.

RES 531C. Restorative Clinic. (4 hours)
Prerequisites: OPD 511, OPD 512, OPD 514, DAU 511, DPS 511, FIX 522, RES 522C

A variety of restorative procedures in a closely supervised clinical environment.

RES 532C. Restorative Clinic. (3 hours)
Prerequisites: OPD 511, OPD 512, OPD 514, DAU 511, DPS 511, FIX 522, FIX 531, RES 522C, RES 531C

A variety of restorative procedures in a closely supervised clinical environment.

RES 533C. Restorative Clinic. (4 hours)
Prerequisites: OPD 511, OPD 512, OPD 514, DAU 511, DAU 512, DPS 511, FIX 522, FIX 531, RES 522C, RES 531C, RES 532C

A variety of restorative procedures in a close supervised clinical environment.

RES 541. Restorative Seminar I. (1-0-1 hours)

Lecture seminar reviewing current methods of restorative treatment.

RES 541C. Restorative Clinic. (5 hours)
Prerequisites: OPD 511, OPD 512, OPD 514, DAU 511, DAU 512, DPS 511, FIX 522, FIX 531, RES 522C, RES 531C, RES 532C, RES 533C

A variety of restorative procedures in a supervised comprehensive clinical environment.

RES 542. Restorative Seminar II. (1-0-1 hours)

Lecture seminar reviewing advancements and research in restorative materials and techniques.

RES 542C. Restorative Clinic. (0-5-5 hours)
Prerequisites: OPD 511, OPD 512, OPD 514, DAU 511, DAU 512, DPS 511, FIX 522, RES 522C, RES 531C, RES 532C, RES 533C, RES 541C

A variety of restorative procedures in a supervised comprehensive clinical environment.

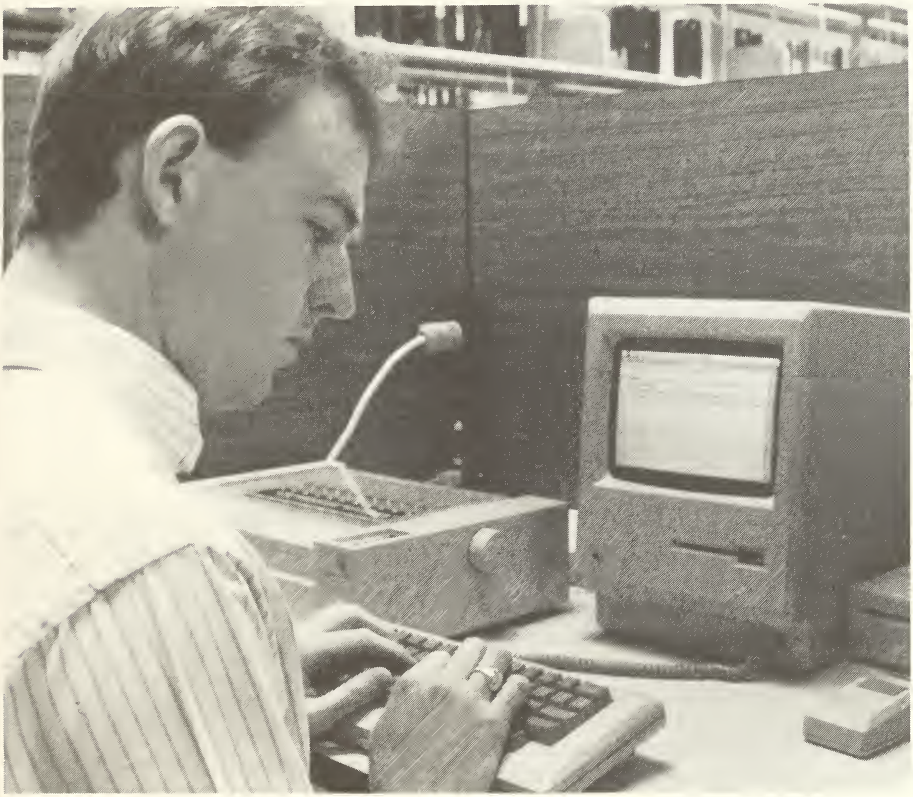
RES 543. Restorative Seminar III. (1-0-1 hours)

Lecture seminar reviewing articulators and precision attachments.

RES 543C. Restorative Clinic. (0-4-4 hours)
Prerequisites: OPD 511, OPD 512, OPD 514, DAU 511, DAU 512, DPS 511, FIX 522, FIX 531, RES 522C, RES 531C, RES 532C, RES 541C, RES 542C

A variety of restorative procedures in a supervised comprehensive clinical environment.

GENERAL PROGRAMS



General Programs Faculty

The General Programs Faculty (GPF) was organized in 1977 to combine various existing academic faculty units that were not a part of one of the schools. Members of the General Programs Faculty have primary academic appointments and teach in the academic programs operated by the following units: Educational Research and Development; Health Communications; Health Systems and Computing Sciences; the Library; and Student Affairs. GPF academic programs are under the vice-president for academic affairs though General Programs Faculty courses are taught within the curricula of the various schools. There are presently no degrees offered through the GPF.

Areas of expertise in which the General Programs Faculty offer courses include statistics, research design, behavioral sciences, communications, library science, instructional design and technology, curriculum development, and computing sciences.

In order to take a course offered by the GPF, students must be officially registered at the Medical College of Georgia and meet the prerequisites for the course.

Program in Health Communications Design and Technology

The Program in Health Communication Design and Technology provides course work in instructional systems and design, educational technology and instructional television. Emphasis is on meeting the needs of students in other programs who will be responsible for preparing teaching/learning materials for student, patient, in-service, or continuing education settings. It is anticipated that additional courses will be offered in medical photography, multimedia communication systems, learning theory and graphic art for the medical researcher.

Course Descriptions

P. Brucker, Director; W. Conkright; E. Forde; W. Willner

Lecture-lab-credit hours are shown as (3-2-4 hours).

HC 301. Television Techniques. **(3-2-4 hours)**
An introduction to television equipment and basic production techniques. Emphasis is on hands-on experiential training.

***HC 764. Survey of Learning Resources.** **(1-4-3 hours)**
An introduction to current instructional technology with emphasis on audiovisual resources. Includes experience in planning, production and presentation of visual material.

***HC 801. Advanced Instructional Media.** **(5-0-5 hours)**
Improvement of health science teaching through the application of instructional development procedures with emphasis on instructional media.

*Course approved for degree credit in the School of Graduate Studies.

Program in Health Library Information, Resources, and Applications

The Program in Health Library Information, Resources, and Applications provides courses in the identification, understanding, and applications of health sciences library and information resources. The major emphasis is on information-gathering processes and skills and biomedical literature search strategies.

A primary objective of the program is to develop bibliographic skills that assist students in understanding the development of knowledge within their major fields. A second objective is to foster an understanding of the need for self-directed, lifelong learning because the bodies of knowledge constituting biomedical disciplines are replaced within a few years of graduation.

Program faculty provide expertise in information management, interpretation, and retrieval by engaging in administration, service, and research library activities, as well as guest lectureships and consultations in other academic programs.

Course Descriptions

T. Basler, Director; G. Anderson, Coordinator; S. Davis; J. Dennison; T. Henner; L. Flavin; J. McCann; D. Mims; W. Schlatter.
Lecture-lab-credit hours are shown as (3-2-4 hours).

HLR 301. Introduction to Health Library Resources and Skills. (1-2-2 hours)
Introduction to the resources and services of a health sciences library. A basic literature search strategy is introduced. Resources unique to a health sciences library are included such as *Index Medicus, Medical Subject Headings*, and the *National Library of Medicine Classification*.

HLR 399. Independent Study in Health Library Information, Resources, and Applications. (variable credit)
Prerequisite: Approval of Instructor
Guidance in effective literature searching with specific emphasis on health science library resources related to the student's major field.

***HLR 601. Health Library Research. (1-2-2 hours)**
Prerequisite: Approval of Instructor
Application-oriented course stressing the "review of the literature" step in research methods particularly as it relates to publishing and/or presenting papers. Identification and evaluation of journals as publication outlets are included, as is the use of publication style manuals.

HLR 921. Independent Study in Health Library Research. (variable credit)
Prerequisite: Approval of Instructor
Health sciences library research and writing for publication. An in-depth literature search involving health sciences library resources and style manuals applicable to a particular field is developed.

*Course approved for degree credit in the School of Graduate Studies.

Program in Health Professions Education

The Program in Health Professions Education offers courses in educational and behavioral sciences for students who desire additional skills in writing or research planning, or who will be engaged in (1) teaching or administration in institutions of higher learning oriented to the health professions, or (2) developing instruction or program offerings in patient, in-service or continuing education settings. Program course offerings include curriculum, evaluation, teaching strategies, instructional management, psychology of adult learning and development, scientific writing, and research design.

Program faculty engage in formal academic teaching, supervise student practicums and serve on thesis committees. These activities are in addition to professional service roles to the institution and to individual faculty in the form of consultation; data collection, analysis and publication; conducting of workshops; assistance with development of tests and other instruments; designing of research; applications for extramural funding; and the development of learning materials.

Course Descriptions

M. Levy, Director; G. Chambers; A. Hesser; L. Lewis; J. Morse; K. Morse; B. Stephens; V. Thurmond; B. Vericella.
Lecture-lab-credit hours are shown as (3-2-4 hours).

EDU 101. Medical Writing. (0-3-1 hours)
(Open only to students in the Summer Student Educational Enrichment Program.)
A study of the basic principles of good writing with particular emphasis on logical organization of ideas and paraphrasing. Instruction in the use of a science library is provided as well as instruction in grammar if needed. Students are required to write a research paper using scientific journals and textbooks.

EDU 201. Medical Writing II. (0-3-1 hours)
(Only to students in the Summer Student Educational Enrichment Program.)
An in-depth study of good examples of published writing in addition to practice in synthesizing information and in writing abstracts. Students are required to write a research paper after a critical analysis of journal reports with the advisement of a faculty member.

EDU 301. Medical Writing III. (0-3-1 hours)
(Open only to students in the Summer Student Educational Enrichment Program.)
Prerequisite: EDU 201 or equivalent
An advanced course in medical writing with an emphasis on clarity and conciseness. Peer review and individual instruction are the major components of the course. Students are required to critically evaluate research articles from current health professional journals and to write a research paper under the supervision of a faculty member.

EDU 600. Education Psychology. (5-0-5 hours)
Theories of learning and their application in higher education.

***EDU 605. Sociology of Health Care. (5-0-5 hours)**
Introduces student to basic knowledge in medical sociology and related fields that can be used to analyze how social, cultural, and psychological factors influence: (1) patterns of health and illness in groups and societies; (2) behavior of individuals and health care providers in response to illness; and (3) organization and functioning of health/medical care services.

***EDU 621. Group Dynamics. (4-2-5 hours)**
An experiential group course utilizing didactic material and participation in group exercises.

***EDU 700. Curriculum and Instruction in Higher Education. (5-0-5 hours)**
Students participate, as members of a simulated "school," in all phases of curriculum development. Based on the imperatives derived from knowledge base, learners and setting, students develop foundational documents, terminal competencies, sequence of courses, and course outlines. Also considered are issues related to curriculum evaluation, strategies for curriculum change, and reality-based constraints on curriculum development and operation.

***EDU 701. Methods of Evaluation in Higher Education. (5-0-5 hours)**
Analysis and construction of instruments appropriate for the evaluation of student classroom and clinic performance. Issues considered include reliability, validity, item analysis, use of scales and other observational tools, setting of performance standards, and assignment of grades.

***EDU 702. Methods of Research. (5-0-5 hours)**
Introduction to a variety of types of research and focus on the systematic treatment of the steps of the research process. Learning experiences include the critical analysis of research studies and the development of a research proposal.

***EDU 703. Teaching Practicum. (1-8-5 hours)**
A practicum to develop the student's teaching skills in classroom and clinical settings. The overall goal is to enhance the impact the graduate student has on his/her students in attitudes, skills, and content knowledge. Since this is a practicum, new content is not included; however, the student is expected to use content from previous courses.

***EDU 705. The Adult as a Learner. (5-0-5 hours)**
A course to assist students in analyzing implications of psychological theories of adult development and of learning preparatory to considering learning needs, goals, strategies and evaluation plans suitable for the adult learner.

***EDU 706. Instructional Processes. (4-2-5 hours)**
Focuses on instructional processes. Emphasis is on course management and factors that influence selection of appropriate instructional methods. Opportunities are provided for students to develop and demonstrate competencies in at least two instructional methods, including the use of appropriate instructional skills and aids.

***EDU 940. The Management of Learning. (3-2-4 hours)**
Theory and practice of management of learning activities. Includes setting objectives, planning and preparing learning activities, presenting an activity and evaluating its effectiveness.

*Course approved for degree credit in the School of Graduate Studies.

Program in Health Systems and Computing Sciences

The Program in Health Systems and Computing Sciences provides courses and course sequences in health systems management and information sciences, computing sciences, biostatistics, biomedical engineering, and computer-based education. Emphasis is on meeting the growing needs of students in other academic programs within the college for courses and course sequences in these disciplines. It is anticipated that the program will soon offer degrees to health professionals who desire in-depth training in the health systems and information sciences to prepare them better for their role within the health care system.

Program faculty engage in academic service, research and teaching activities under the philosophy that an integrated program combining these three elements is essential to maintaining professional expertise in these rapidly evolving disciplines. Program faculty engage in formal academic teaching; supervise student practica and serve on thesis advisory committees; conduct training courses, seminars and electives for faculty, staff and students; and engage in intramural and extramural research projects. As a professional staff resource they provide consultative, development, and support services in biostatistics, biomedical engineering, management and computing sciences.

Course Descriptions

J. Mathews, Chairman; R. Bramblett; S. Etersque; K. Gordon; R. Harp; G. King; J. Lyon; P. Rutsohn; J. Searle.
Lecture-lab-credit hours are shown as (3-2-4 hours).

HS 180, 380. Health Care Seminar. (2-0-2 hours)
Health delivery systems as they presently exist and potential future trends. Topics include: 1) present health care systems; 2) comparative health care systems; 3) health regulation-legislation; 4) future trends in health delivery.

HS 340. Health Information Systems I. (3-0-3 hours)
Co-requisite, HS 341

HS 341. Health Information Systems I Laboratory. (2-2-3 hours)
Co-requisite, HS 340

HS 342. Health Information Systems II. (3-0-3 hours)
Prerequisite: HS 340
This sequence of courses provides medical record administration students with a core of knowledge that enables them to function as a primary and effective force in evaluating, designing, using and modifying computerized health information systems and to meet the information needs of health care professionals in a responsive, timely, and uncomplicated fashion. Threaded throughout these courses are the concepts of how computers can fit into health care environments to capture, store, retrieve, and report health related information to appropriate professionals. Topics presented include: the history and development of manual, machine-processed, and computerized health information systems; characteristics of data processing and computer-related equipment; the computer programming process; features and capabilities of data base management systems; data security and confidentiality; and computer service bureaus as sources of health information systems software and processing. Through the use of microcomputing, students gain hands-on experience in the practical implementation of medical record related applications.

HS 400. Introduction to Management Decision Concepts. (3-0-3 hours)
Prerequisite: Approval of instructor
The structure of management decisions is examined from the viewpoint of the rational manager. A framework of decision concepts is developed, within which a logical, systematic approach can be formulated for a wide range of decision problems and opportunities. Illustrative examples are used to provide the health systems context.

HS 405. Introduction to Management. (3-0-3 hours)
Organization and delivery of health services within institutional settings. Emphasis is placed on structural and coordinative factors affecting the effectiveness and efficiency of health institutions.

HS 410. Departmental Systems Management Techniques. (3-0-3 hours)
Prerequisite: Approval of instructor
An application-oriented course in management problem solving, tailored on demand for presentation to specific student groups. Case problems in specific hospital departments are the vehicles for presentation of systematic problem solving techniques and approaches. Example techniques are: work standards, staffing methods and performance measures, scheduling work activities, departmental organization, monitoring and controlling quality, cost reduction methods.

HS 420. Health Systems Analysis. (3-0-3 or 3-4-5 hours)
Prerequisite: Approval of instructor
Systems analysis concepts and techniques useful as aids in the management of health-related activities will be presented. A framework for using and understanding systems analysis methods is developed, beginning with managerial responsibilities and objectives, moving through simple do-it-yourself analysis methods, and surveying more advanced techniques employed by in-house and extramural consultants.

HS 425. Budgeting and Finance for Health Care Supervisors. (2-0-2 hours)
Familiarizes the student with basic hospital accounting and finance from the perspective of the first line supervisor. Upon completion the student should possess a fundamental understanding of hospital financial decision making and the budgeting process. Primary topical areas include: an overview of hospital accounting and finance; hospital financial statements; rate setting and sources of revenue; planning, budgeting and control; and capital expenditure analysis.

HS 440. Introduction to Data Processing Systems. (3-0-3 hours)
Application of modern data processing techniques, data management, and information storage and retrieval to the needs of medical institutions.

HS 450. Elementary Medical Statistics. (3-0-3 hours)
Collection and analysis of health care data; rates,

ratios, and indices; design of surveys; descriptive statistics; elementary probability distributions; confidence limits and significance tests; design of investigations.

HS 455. Introductory Research Methodology. (3-0-3 hours)
Introduction to research methodology, experimental design and statistical analysis. Each student will do a critical review of a research report and design a research report.

HS 461. Electronics for Allied Health Scientists. (2-2-3 hours)
A course giving allied health scientists a working knowledge of the electronics used in various disciplines. Following a course in the basic principles of electronics measurement, various sub-courses can be pursued that would be appropriate for respiratory therapists, radiological technologists, physical therapists or laboratory technologists. Laboratory experience parallels the lecture material given.

HS 494. Health Information Systems III. (3-3-4 hours)

HS 495. Health Information Systems IV. (1-12-5 hours)
Principles and techniques of systems analysis, including analysis aids, problem formulation, file and data base considerations; iterative requirements of the design phase; implementation criteria; system evaluation and follow-up. Students pursue an analysis and design project in an appropriate health-related area and apply the techniques studied to this project, completing the sequence of courses begun as HS 340.

HS 600. Introduction to Computers and Information Systems Technology in Health Care (3-4-5 hours)
Basic introduction to the use of computers, systems analysis, and information-systems technology in health care delivery. Overview of current and future use of computers and related technology in supporting health care delivery, with demonstrations of and practice in using local computer-based health systems.

HS 610. Departmental Management Systems Concepts. (3-0-3 or 3-4-5 hours)
A graduate-level course in management problem-solving, tailored on demand for presentation to specific student groups. Case problems in specific hospital departments are the vehicles for presentation of systematic problem-solving techniques and approaches. Example techniques are: work standards, staffing methods and performance measures, scheduling work activities, departmental organization, monitoring and controlling quality, cost reduction methods.

HS 620. Introduction to Health Delivery Systems. (5-0-5 hours)
Essential characteristics of current health delivery systems of this country, and comparisons with other health delivery systems. Included is a review of financing, organization, legislation, controlling, problems, and trends. Course helps the student/health-care provider develop a basic understanding of our health delivery system from a broad-based perspective.

HS 625. Accounting and Financial Analysis for Nurse Administrators. (5-0-5 hours)
Provides the nurse administrator with sufficient background to participate in the financial decision-making process within a health delivery institution. Emphasis will be placed on: (1) the accounting cycle, (2) the financial management process, (3) financial control, (4) budgeting for operations and capital expenditures, (5) reimbursement systems — sources of revenue, and (6) financial tools — cost benefit analysis.

*HS 630. **Introduction to Biomedical Computing.** (3-4-5 hours)
Introduction to computers and their use in analyzing biomedical data. Emphasis is on the logic of formulating algorighms for use on the computer and translating these into computer programs using the BASIC computer language.

*HS 631. **Advanced Techniques in Biomedical Computing I.** (3-0-3 hours)
Prerequisites: HS 630, or equivalent
Introduction to FORTRAN language and advanced techniques for processing and analyzing biomedical data. Use of program packages for numerical and statistical analysis. Organization of large files and data banks. Students are encouraged to learn these methods using research problems from their own professional areas.

*HS 632. **Advanced Techniques in Biomedical Computing II.** (3-0-3 hours)
Use of small computers in biomedical research and clinical laboratories and ASSEMBLER language programming. Processing and analysis of biological signals, including smoothing, filtering and data reduction techniques. Students are encouraged to learn these methods using research problems of their own choice.

*HS 635. **Computers in Education.** (4-2-5 hours)
Introduction to use of computers in education, including computer-assisted instruction (CAI) and computer-managed instruction (CMI). Survey of general concepts, authoring systems and computer languages, computer terminals and systems, and currently available instruction modules. Practical experience in implementing an instructional routine of the student's choice.

HS 645. Health Information Systems. (3-4-5 hours)
Concepts and principles of health information systems, hospital information systems with emphasis on flow of patient data throughout the hospital, systems for organizing and managing information flow, and use of computers in the information system and in specialized hospital service and patient care areas. A major purpose is to make the students more discrim-

inating and effective users of automated information systems by developing skills in defining problems and developing specifications for information systems application.

HS 780. Special Topics. (Variable credit)
Work design to meet special needs of individual or small groups of students, on a topic in health systems and information sciences.

***HS 850. Biometry: Introductory Research Statistics.** (4-2-5 hours)
General principles and methods of statistics applied to biological research. Descriptive statistics, fundamental probability distributions, estimations and hypothesis testing, introduction to analysis of variance.

***HS 851. Biometry: Advanced Research Statistics I.** (3-0-3 hours)
Prerequisites: HS 850 or equivalent.
Regression and correlation analysis, curve-fitting, design of experiments, analysis of variance and analysis of frequency data.

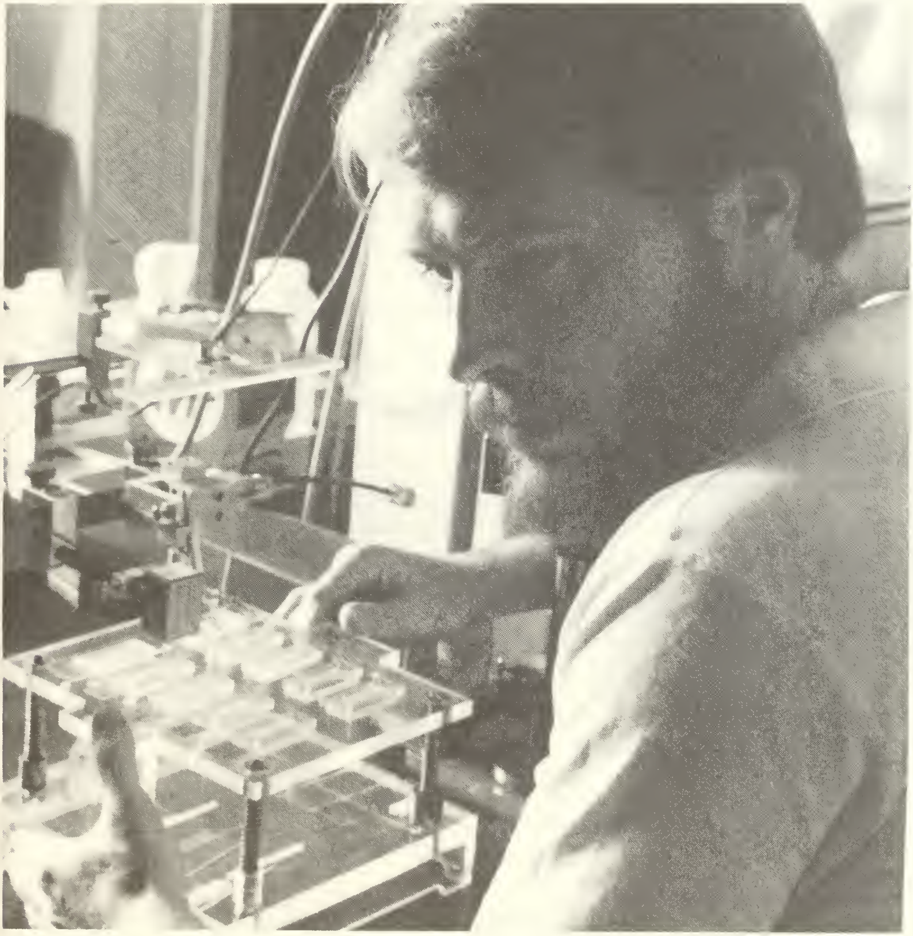
***HS 852. Biometry: Advanced Research Statistics II.** (3-0-3 hours)
Prerequisites: HS 850 or equivalent.
Nonparametric statistical techniques and an introduction to multivariate analysis.

HS 860. Application of Control Theory to Physiological Systems. (3-0-3 hours)
Prerequisites: PHY 701, 702, 703 or approval of instructor
Techniques used to mathematically describe a physiological process and aspects of control theory effective in the analysis of a system. Computer simulation of selected physiological systems.

HS 861. Electronics As Applied to Medicine. (2-4-3 hours)
The modern biological scientist is assisted in his work by a wide range of electronic instrumentation to the point that understanding of instrumentation techniques is vital. Biomedical Engineering has developed a teaching system consisting of a course in basic electronics, which is a prerequisite to subcourses in electronics for cardiovascular studies and digital circuitry. Other subcourses on electrophysiology, instrumentation for biochemistry, and laboratory computer applications are in preparation. Appropriate sub-courses can be taken by a student to match his particular field.

*Course approved for degree credit in the School of Graduate Studies.

GRADUATE STUDIES



Dean - Dr. Lowell M. Greenbaum

SCHOOL OF GRADUATE STUDIES
1985-1987 Academic Calendar

Students in the School of Graduate Studies who take courses in other MCG Schools or at Augusta College should expect to comply with the academic calendars which control the scheduling in these other units. Dates will vary according to the schedule of the school offering the course.

Fall Quarter	**1985**	**1986**
Phase I and II School of Medicine calendar classes begin	Sept. 3	Sept. 2
New student orientation	Sept. 18	Sept. 15
Registration	Sept. 18	Sept. 15
Last day to apply for December graduation	Sept. 18	Sept. 15
Classes begin	Sept. 19	Sept. 16
Late fee begins	Sept. 19	Sept. 17
Augusta College classes begin	Sept. 20	Sept. 17
Last day for late registration and schedule changes	Sept. 24	Sept. 22
Midterm for Phase I and II calendar courses: Last day to withdraw without penalty	Oct. 11	Oct. 10
Midterm: Last day to withdraw from non-Phase I and II calendar courses without penalty	Oct. 23	Oct. 21
Pre-registration for winter quarter	Nov. 4-7	Oct. 27-30
Last day of Phase I and II calendar classes	Nov. 20	Nov. 19
Thanksgiving recess	Nov. 28-29	Nov. 27-28
Last day of graduate classes	Dec. 9	Dec. 8
Examinations	Dec. 10-13	Dec. 9-12
Term ends	Dec. 13	Dec. 12

Winter Quarter	**1986**	**1987**
Phase I & II School of Medicine calendar classes begin	Nov. 25	Nov. 24
Registration	Jan. 2	Jan. 5
Last day to apply for March graduation	Jan. 2	Jan. 5
Classes begin	Jan. 3	Jan. 6
Late fee begins	Jan. 3	Jan. 6
Augusta College classes begin	Jan. 6	Jan. 6
Last day for late registration and schedule changes	Jan. 8	Jan. 9
Last day to apply for June graduation*	Jan. 10	Jan. 12
Martin Luther King, Jr. holiday	Jan. 20	Jan. 19
Phase I and II calendar courses: Last day to withdraw without penalty	Jan. 17	Jan. 16
Midterm: Last day to withdraw from a non-Phase I or II calendar course without penalty	Feb. 6	Feb. 9

Pre-registration for spring quarter	Feb. 10-13	Feb. 16-19
Last day of Phase I and II calendar classes	Feb. 26	Feb. 25
Phase I and II spring quarter calendar classes begin	Mar. 3	Mar. 2
Last day of graduate classes	Mar. 11	Mar. 12
Examinations	Mar. 12-14, 17	Mar. 13, 16-18
Term ends	Mar. 17	Mar. 18

* To insure diploma is ordered in time to be received at June commencement.

Spring Quarter	**1986**	**1987**
Phase I and II calendar classes begin	Mar. 3	Mar. 2
Registration	Mar. 18	Mar. 19
Last day to apply for June graduation	Mar. 18	Mar. 19
Classes begin	Mar. 19	Mar. 19
Late fee begins	Mar. 19	Mar. 19
Augusta College classes begin	Mar. 31	Mar. 30
Last day for late registration and schedule changes	Mar. 28	Mar. 27
Spring Recess (excludes AC courses)	Apr. 5-13	Apr. 4-12
Phase I and II calendar courses: Last day to withdraw without penalty	Apr. 17	Apr. 15
Pre-registration for summer quarter	May 5-8	May 11-14
Midterm: Last day to withdraw from a non-Phase I or II calendar course without penalty	Apr. 30	Apr. 30
Last day of Phase I and II calendar courses	May 28	May 27
Last day of graduate classes	May 29	May 28
Examinations	May 30, June 2-4	May 29, June 1-3
Term ends	June 4	June 3
Graduation	June 7	June 6

Summer Quarter	**1986**	**1987**
Registration	June 17	June 16
Last day to apply for August graduation	June 17	June 16
Classes begin	June 18	June 17
Augusta College classes begin	June 18	June 17
Late fee begins	June 18	June 17
Last day for late registration and schedule changes	June 23	June 22
Independence Day holiday	July 4	July 3
Pre-registration for fall quarter	July 14-17	July 20-23
Midterm: Last day to withdraw from a course without penalty	July 22	July 21
Last day of classes	Aug. 22	Aug. 21
Examinations	Aug. 25-28	Aug. 24-27
Term ends	Aug. 28	Aug. 27

School of Graduate Studies

The School of Graduate Studies is an administrative unit dealing with graduate study. The graduate program is administered by the Dean of the School of Graduate Studies. The office is located in Room 2-K1, Sanders Research and Education Building. Correspondence or inquiries should be sent to: School of Graduate Studies, Medical College of Georgia, Augusta, Georgia 30912.

Council

The Graduate Council is composed of faculty members appointed by the Dean to represent each of the fields participating in the graduate program. The Council advises the Dean in formulating policies and regulations which govern graduate work.

Faculty

The members of the graduate faculty are indicated by an asterisk preceding their names in the General Faculty list in the back of this Catalog.

The Graduate Faculty elects from their membership an Executive Committee to serve as the governing body of the Graduate Faculty Organization. The purpose of the Organization is to promote the development of the Graduate Program and to serve in an advisory role to the Dean.

Graduate Student Association

This organization has been formed to represent the graduate students within the framework of the school and the Medical College of Georgia. All graduate students are urged to participate.

Objectives

The primary goals of the School of Graduate Studies are to provide excellence in education on the graduate level in human biology for those interested in careers in health science professions; to supply leadership in basic research in areas of human biology so as to provide a firm foundation for the conquest of disease; and to provide academicians to man health science professional schools.

It offers superior students an opportunity to realize the full extent of their capabilities and to gain an intimate acquaintanceship with the fundamental concepts of their field that will enable them to achieve the highest degree of competence in their chosen discipline.

Degrees

The college is authorized by the Board of Regents of the University System of Georgia to grant advanced degrees through the School of Graduate Studies. Since graduate study is a full-time endeavor and expensive in terms of faculty and other crucial resources, primary consideration will be given to applicants having as their career objectives the completion of a course of study leading to the Doctor of Philosophy degree or a professional master's degree.

Doctor of Philosophy

This advanced degree will not be conferred solely as a result of a prescribed period of study nor upon the completion of any definite amount of work described in advance. The degree will be conferred in recognition of proficiency in research, breadth and soundness of scholarship, and thorough acquaintance with a specific field of knowledge as determined by the faculty. Evidence of such attainment must be provided through the passing of such written and oral examinations as may be required and through the presentation of an acceptable dissertation based upon independent research. This degree will be conferred on candidates who have met all the requirements in one of the basic biomedical sciences: anatomy, biochemistry, endocrinology, microbiology, pharmacology or physiology.

Doctor of Philosophy-Doctor of Medicine

This program offers the unusual candidate an opportunity to obtain both degrees with research work being performed in the basic sciences. The requirements are similar to those described for the Ph.D. degree. This program is only available to accepted medical students.

Master of Science

This advanced general degree is a research degree and will be conferred on candidates who have met requirements in one of the basic biomedical sciences: anatomy, biochemistry, endocrinology, microbiology, pharmacology, and physiology.

Master of Science-Doctor of Medicine

This program offers the unusual candidate an opportunity to obtain both degrees with research work being performed in one of the basic biomedical sciences. The program is only available to accepted medical students.

Master of Science in Oral Biology

This advanced degree is a research degree and will be conferred on candidates who have met the requirements in the field of Oral Biology.

Master of Science in Oral Biology-Doctor of Dental Medicine

This program provides the unusual candidate with the opportunity to obtain both the Master of Science and the Doctor of Dental Medicine degrees with research work being performed in Oral Biology. The program is only available to accepted dental students.

Master of Science in Nursing

This advanced professional degree will be conferred on candidates who have met requirements as specified in this Catalog. The curriculum of the M.S.N. program is designed to provide a foundation for doctoral study in nursing.

Master of Science in Medical Illustration

This advanced professional degree will be conferred on candidates who have met requirements in the field of Medical Illustration.

Master of Health Education

This advanced professional degree is an educational degree and will be conferred on candidates who have met requirements in the field of Allied Health Sciences in the areas of Dental Hygiene, Occupational Therapy, Medical Technology and Physical Therapy; and in the field of Dentistry.

Application Procedures

Send or direct all application materials (application form, application supplement, reference reports, transcripts and GRE scores) to the Dean, School of Graduate Studies. A complete application consists of the following three items.:

1. **Application**
   A complete application form, an application supplement and reference reports are required for those seeking admission to the School of Graduate Studies. Application materials can be obtained by writing the Dean, School of Graduate Studies, Medical College of Georgia, Augusta, Georgia 30912. Applications for the Fall Quarter must be completed no later than June 30.
2. **Transcripts**
   Official transcripts of all previous and current college, graduate or professional studies must be received before applications are considered. Transcripts must be received directly from schools attended.
3. **Graduate Record Examination (GRE) Scores**
   The Aptitude Test and Advanced Test (either chemistry or biology) scores are required of all applicants, except those to the master's pro-

gram in Medical Illustration and Health Education, who are required to take only the Aptitude Test. Applicants should take the GRE as early as possible in their senior undergraduate year, preferably at one of the fall administrations. The Medical College Admissions Test (MCAT) or the Dental Admissions Test (DAT) may be substituted for the GRE if indicated and approved by the department. The GRE scores should be forwarded to the Dean, School of Graduate Studies. The GRE score reporting code of the School of Graduate Studies is R5406-4.

Final selection of students for admission is subject to the discretion of the Dean of the School of Graduate Studies. Letters of acceptance will be sent by the Dean upon recommendation of the department.

4. **Health Questionnaire**
   Upon acceptance to the School of Graduate Studies, the student will be sent a health questionnaire, which should be completed and returned to Medical Datamation.

Admission of Foreign Students

Graduates of foreign colleges and universities who meet the standards of admission described above may be considered for admission. Those interested should identify the country of citizenship and the desired field of study in an initial communication. In addition to the other entrance materials, the applicant must submit the results of the Test of English as a Foreign Language. Arrangements for this examination can be made by requesting information and locations of examinations from the Educational Testing Service, Princeton, New Jersey 08540. Foreign applicants must start the process of securing admission at least six months before the beginning of the desired time of acceptance.

Registration

The academic program of the student is planned in consultation with the student's major advisor or with the department's Graduate Education Director before selection of a major advisor. All students begin registration at the School of Graduate Studies Office before completing registration at the registration center. Changes in registration are recognized and valid only if they have been made with the consent of the major advisor, the dean, and the registrar.

An applicant's registration and class attendance constitute an agreement on the part of the applicant to comply with the rules and regulations of the college as published in this Catalog and other official publications of the college during the student's continued enrollment.

A student's continued enrollment in the School of Graduate Studies is subject to the decision by the Dean and other designated officers that academic grades and progress are satisfactory, that rules of the college are being complied with, and that the best interest of the school and of other students is being served.

Auditors may take graduate courses, but must secure permission of the instructor. No academic credit is allowed. Auditors pay usual tuition and laboratory fees.

Fees and Expenses

Please see General Information section for Fees and Expenses.

Scholastic Regulations

Classification of Graduate Students

Students may be admitted to the School of Graduate Studies under either of the following classifications:

1. Regular Graduate Student: a student who is admitted to the School of Graduate Studies and who

wishes to earn an advanced degree. Such a student, however, is not specifically considered either a doctoral or master's student until he or she has met the requirements for candidacy for a particular degree. (See degree requirements below.)

2. Special Graduate Student: a student who is admitted to the School of Graduate Studies and who does not wish to earn an advanced degree, or who is admitted conditionally, and may later be reclassified as a regular graduate student upon satisfaction of such conditions as may be specified. Transfer from this category to "regular graduate student" status is not automatic.

Grades

All credit is expressed in quarter hours. An academic year is composed of three quarters. A student must maintain an average of "B" or better (or "S" on 900 courses) in his chosen discipline. Only those courses for which a grade of "C" or better is received may be credited toward satisfaction of any degree requirement.

Students who receive the grade "Incomplete" will have three quarters in which to complete the work for the course and remove this grade or it will be changed to "F" automatically after the third quarter following receipt of the "I'."

Continuation of study in the School of Graduate Studies is contingent on satisfactory progress and the maintenance of a minimum cumulative weighted quality point average of 2.8 in the 600, 700 and 800 courses. A student whose quality point average falls short of 2.8 will be automatically placed on academic probation, in which case the student must maintain a weighted quality point average greater than 3.0 on 600, 700 and 800 courses for two consecutive quarters in order to remove the probation. A graduate student will not be eligible for graduation unless his official college transcript shows that he has an overall weighted quality point average of 2.8 on all the 600, 700 and 800 (graduate) courses that he has taken at this institution.

When a course is repeated, both the original and the second grade and hours for repeated courses taken at MCG will be used in computing the grade point average, but only the hours for the last of these courses will be counted toward meeting the total hours earned for graduation. The Graduate School discourages the retaking of courses to improve grades. Courses may be retaken only after approval of a petition to the Dean. Permission of the course instructor and department chairman is required before submission of the petition.

Grading System for the School of Graduate Studies

Grade Description Quality Points for 600, 700 and 800 Courses

A	Excellent	4.0
B	Good	3.0
C	Satisfactory	2.0
D	Passing	1.0
F	Failure	0.0
WF	Withdrew, failing	0.0
I	Incomplete	Not computed
W	Withdrew	Not computed

For 900 courses

I	Incomplete	Not computed
W	Withdrew	Not computed
S	Credit for participation in seminar (901-2-3) or credit for conduct of research (921 or 930)	Not computed
U	Performance in seminars or research of such quality that no credit is given	Not computed

See Academic Regulations in General Information for full description of I, W, S and U.

Course Numbering System

Courses in the School of Graduate Studies are numbered from 600-999. Those courses preceded by an asterisk are approved for credit by the School of Graduate Studies. Courses are open to all students at the discretion of the department involved. Prior approval must be obtained through the Graduate School Office by students desiring to take graduate courses, but who are not enrolled in the School of Graduate Studies.

Acceptance of Graduate Credit by Transfer

Transfer of graduate credit is never automatic; any credits transferred do not reduce the residence requirement for any advanced degree.

In the case of a prospective Ph.D. candidate entering the School of Graduate Studies with a master's degree from another institution, the candidate shall pass an examination on his major subject and thesis during the first quarter of residence if credit for any pertinent portion of the master's course work (30 quarter hours maximum usually allowed) is to be applied to the Ph.D. The transfer of any course work beyond the master's level is a matter for negotiation between the student, his advisory committee, his major department and the Dean. In general, no more than 60 quarter hours may be transferred toward the Ph.D., under any circumstances.

At the discretion of the Dean and the faculty of the major department, up to ten quarter hours credit toward a master's degree may be transferred.

M.S.-M.D. degree: A maximum of 15 quarter hours may be transferred as a result of satisfactory completion of the first (or second) year of medical curriculum, as recommended by the candidate's advisory committee to the Dean.

In all cases any graduate course work to be transferred must have the final approval of the Dean.

Major Advisor

Upon admission to a degree program a major advisor is selected who will serve as chairman of the student's advisory committee. It is necessary that the student confer with the department graduate education director or the major advisor prior to his first enrollment in graduate work. The chairman must approve, prior to his first enrollment, any course to be counted toward a degree.

Advisory Committee

An advisory committee will have the student's major advisor as chairman. At the proper time the chairman of the committee, after consultation with the student, will suggest to the department chairman the names of additional members of the faculty to serve as members of the student's advisory committee. One or two members of the committee will be from outside the student's major department. At least four of the five members must hold faculty appointments in the School of Graduate Studies. The department chairman will recommend the committee to the Dean and upon his concurrence, the committee will then be formally appointed by the departmental chairman.

This committee will guide the student in planning a program of study and/or research. The student will submit a program of study to the advisory committee for review and indication of any modifications that are necessary. This committee also will review, suggest revisions and approve the student's plan of research. Students in certain Master of Science programs that are not research oriented will have an advisory committee which will serve in relevant functions. See individual programs for activities of the advisory committee.

Residence and Time Limit

The minimum requirement for the Doctor of Philosophy degree is three full academic years beyond the bachelor's degree, which cannot be satisfied through summer work alone. At least three full consecutive quarters must be spent in residence on the campus. If the student has part-time duties (employment or a teaching assistantship), the residence requirements will be increased accordingly to provide the equivalent of three quarters of full-time study in residence. All course work and other requirements for the Doctor of Philosophy degree, except the Final Oral Examination, must be completed within six consecutive calendar years.

The minimum residence requirement for all masters degrees is one full academic year. All work credited toward a master's degree, including the final oral examination, must be completed within five consecutive calendar years.

Where circumstances warrant, a student may petition the Dean for exceptions to this residence and time limit policy.

Financial Aid

Fellowships, Traineeships, Assistantships

The fellowships and assistantships offered by the School of Graduate Studies are listed below. Further information is available from the School of Graduate Studies' office. Students should also write for the Student Financial Aids Bulletin. (See General Information.)

Medical College of Georgia Graduate Teaching Assistantships

Graduate teaching assistantships carry stipends of $8,500 per calendar year and are awarded to outstanding students. See section on General Information regarding waiver of out of state fees.

The Doctor of Philosophy Degree Program

Requirements for Admission:

1. A bachelor's degree or equivalent from an accredited college or university.
2. Adequate preparation in the field of proposed graduate study, as determined by the faculty in that field. Departmental recommendations:

Anatomy
Recommended preparation: An undergraduate major in zoology or general biology, or a major in chemistry or physics with a minor in zoology or general biology (at least three basic courses.)

Cell and Molecular Biology
Biochemistry
Recommended preparation: Courses at the college level in physics, mathematics through integral calculus, biology, organic chemistry through qualitative organic and a year of physical chemistry.

Microbiology
Recommended preparation: Adequate background in biology and chemistry, usually an undergraduate major in biology and a minor in chemistry, or a major in chemistry with a minor in biology.

Endocrinology
Recommended preparation: Course work in inorganic, organic and physical chemistry, qualitative and quantitative analysis, and in biological sciences including such courses as physiology, anatomy, histology, embryology, zoology, etc.

Pharmacology
Recommended preparation: Major training in at least one of the following fields: zoology, anatomy, microbiology, physiology, biochemistry, mathematics or electronics. Courses in several of the fields other than the major field are desirable.

Physiology
Physiology applicants will have completed inorganic (2 quarters) and physical chemistry: (1 quarter), physics (2 quarters), and calculus (2 quarters). Deficiencies may be made up within two years after admission. The Graduate Record Examination is required of all Physiology applicants. The Medical College Admission Test (MCAT) or the Dental Admissions Test (DAT) may be substituted for the GRE by prior departmental approval.

Recommended preparation: An introductory course in zoology, one course each in comparative anatomy and embryology.

3. Satisfactory scores on the Aptitude Test and the Advanced Test of the Graduate Record Examination. The Medical College Admissions Test (MCAT) or the Dental Admissions Test (DAT) may be substituted for the GRE if indicated and approved by the department.

Requirements for Graduation:

1. Graduate Study
   A minimum of three academic years of full-time graduate study beyond the bachelor's degree is required.
2. Residence
   A minimum of three consecutive quarters of full-time study or the equivalent in residence on this campus is required.
3. Coursework Proposal and Research Proposal
   A program of study and proposed research plan as the basis for a dissertation, which has been approved by the student's advisory committee, departmental chairman and the Dean.
4. Research Tools
   The student must demonstrate a knowledge of two appropriate tools of research. The student may offer two modern languages; French, German and Russian are recommended. However, graduate courses in computer programming language or statistics may be substituted if it has greater relevance to the candidate's program of study and is recommended by the advisory committee and the departmental chairman. The native language may not be used to fulfill a language requirement; foreign students may be permitted to substitute English to satisfy one foreign language requirement.
5. The Ph.D. General Examination
   The Ph.D. general examination is divided into two parts: (1) a First Examination, and (2) a Second Examination. These examinations will be as follows:

First Examination
The First Examination is a comprehensive test over the core content of the discipline under study. It is designed to test the student's knowledge and ability to correlate the basic material presented during the first part of his graduate studies. This examination may also serve as the Final Comprehensive Examination for the Master of Science degree if the department so decides.

The First Examination may be taken after a minimum of 30 quarter hours of graduate study provided at least 10 of these hours are at the "700" and "800" level. It must be successfully passed before the student will be permitted to register for more than a total of 8 quarter hours of graduate study or become a candidate for a graduate degree. In the event of failure, the First Examination may be repeated once with the permission of the department chairman provided at least one additional quarter of graduate work has been completed. The First Examination will be a written test that occupies two half days or one full day. The examination will be prepared and graded by the faculty of the department under the supervision of the departmental chairman. This is consistent with the scope and breadth intended for this examination. It must be submitted to the Graduate School by the chairman for approval at least one week in advance of the examination date.

The results will be certified to the Graduate School by the chairman and the student's written answers will be filed with the department.

Second Examination

This examination will test the student's understanding of his specialized field of study, his ability to apply basic information and his understanding of the literature. The committee administering the examination will define the student's field of study. At least one academic quarter must elapse after the successful completion of the First Examination and the Second Examination. It is the responsibility of the student and his advisor to petition the Dean of the School of Graduate Studies to schedule this examination. The examination is written and usually occupies two half days or one full day. A two-hour oral examination may be substituted for one-third of the written examination. The Second Examination will be prepared by the student's advisory committee with one outside examiner appointed by the Dean of the School in attendance, submitted to the Graduate School for approval by the departmental chairman, and graded by the student's advisory committee under the supervision of the departmental chairman. The outside examiner does not participate in the examination preparation but sees that all procedures of the examination are being conducted within the guidelines of the School of Graduate Studies.

The results will be certified to the Graduate School by the chairman and the student's written answers will be filed with the department. A majority of the committee is needed for the student to pass. In the event of failure, this examination can be retaken once if recommended by the examining committee and the chairman of the department and approved by the Dean of the School of Graduate Studies. At least two quarters of additional study are required before the examination may be retaken.

6. Admission to Candidacy for the Doctor of Philosophy Degree
   A student will be admitted to candidacy for this degree by the Dean of the School of Graduate Studies when he has met requirements 3, 4, and 5 for this degree. A student may take various courses after admission to the School of Graduate Studies, but there is no commitment that these courses will be credited toward a degree until he is admitted to candidacy for an advanced degree. A student must be eligible for candidacy for the Ph.D. at least three quarters before the proposed graduation date.
7. Application for Graduation
   Each candidate for a graduate degree must apply for graduation at the School of Graduate Studies' office.
8. Dissertation
   A dissertation based on original investigation, which gives evidence of independent thinking, scholarly ability and critical judgement, and indicates familiarity with research methods and techniques is required. Directions for preparation of the dissertation are available in the School of Graduate Studies' office. At least eight weeks before the proposed date of graduation, the dis-

sertation, proofread and corrected (in pencil) by the student and his major advisor, is distributed by the student to members of the student's advisory committee. The committee's role is not to correct grammar, rhetoric or indicate typing mistakes, but to evaluate content and concepts. At least five weeks before the proposed date of graduation, one corrected copy of the dissertation and the Dissertation Approval Form (GS-6) signed by the chairman should be forwarded to the Dean. The signed form indicates that the members of the committee have read the reader's copy of the dissertation and find it acceptable for the purpose of examining the student. The student will be held responsible, under the supervision of the chairman, for making all changes recommended by the committee.

9. Final Oral Examination
   Satisfactory performance on the Final Oral Examination, in which the student defends his dissertation before his advisory committee and three readers, is required. This examination is based primarily on the dissertation and the field of knowledge that constitutes the student's major subject.

   It is the responsibility of the student and his major advisor to meet with the departmental chairman to select three readers, who are to be approved by the Dean. These readers are external examiners, who participate and vote along with the members of the student's advisory committee in the Final Oral Examination. Corrected copies of the dissertation are to be distributed to the readers after approval by the advisory committee.

   The Dean or his representative will attend all final oral examinations for the Ph.D. degree and will require a corrected copy of the dissertation two weeks in advance of the Final Oral Examination. Notification in writing will be sent to the Dean from the department chairman stating that the student is ready for the Final Oral Examination, a time and place have been established, and all advisory committee members, readers and the Dean have been notified. This examination is open to the public and all members of the faculty and student body are invited to attend.

   After a successful Final Oral Examination, three final copies of the dissertation must be deposited with the School of Graduate Studies at least one week prior to graduation. Each copy must bear the approval signature of the major advisor (chairman of the advisory committee), chairman of the department and the Dean.

10. Satisfactory Fulfillment
    Satisfactory fulfillment of any additional requirement of the student's major department or the institution is required.

    Additional requirements: Upon satisfactory completion of the Final Oral Examination, students must come by the School of Graduate Studies' office and complete a Survey of Earned Doctorates form. This is required by the National Research Council of all students graduating with a doctoral degree.

The Master of Science Degree Program

Requirements for Admission:

These are identical with those for the Ph.D. Degree program.

Requirements for Graduation

1. Graduate Study
   Forty-five quarter hours of graduate study beyond the bachelor's degree are required. A minimum of 30 quarter hours must be allocated to graduate course work in or related to the major field, at least ten of

these hours to be in 700 and 800 level courses.

2. Residence
   A minimum of three consecutive quarters of full-time study or the equivalent in residence on this campus is required.
3. Program of Study and Research Proposal
   A program of study and a research plan proposed as a basis of a thesis, which has been approved by the advisory committee, the chairman and the Dean.
4. Research Tools
   Reading knowledge of one foreign language is required. French, German, and Russian are recommended. However, graduate courses in computer language or statistics may be substituted if it has greater relevance to the candidate's program of study and is recommended by his advisory committee and the departmental chairman. The native language of the candidate may not be used to fulfill a language requirement; foreign students may be permitted to substitute English to satisfy the foreign language requirement.
5. Admission to Candidacy for the Master of Science Degree
   A student will be admitted to candidacy for this degree by the Dean of the School of Graduate Studies when he has met requirements 3 and 4 for this degree. A student may take various courses after admission to the School of Graduate Studies, but there is no commitment that these courses will be credited toward a degree until he is admitted to candidacy for an advanced degree. A student must be eligible for candidacy for the M.S. at least one quarter before the proposed graduation date.
6. Comprehensive Examination (Departmental Option)
   The Comprehensive Examination may be taken after a minimum of 30 quarter hours of graduate study, provided at least ten of these hours are at the "800 level." It must be successfully passed before the student will be permitted to register for more than a total of eight quarters of graduate study or become a candidate for a graduate degree. In the event of failure, this examination may be repeated once with the permission of the department chairman, provided at least one additional quarter of graduate work has been completed. The student must have submitted an approved program of study (course work outline) for the M.S. before being eligible to take the Comprehensive Examination. The Comprehensive Examination will be a written test that occupies two half days or one full day. The examination will be prepared by the faculty of the department. It must be submitted to the Graduate School by the Chairman for approval at least one week in advance of the examination date and will be graded by the faculty under the supervision of the chairman of the department involved and the student's written answers will be filed with the department.
7. Application for Graduation
   Each candidate for a graduate degree must apply for graduation at the School of Graduate Studies' office.
8. Thesis
   A thesis based on original investigation is required. Directions for preparation of the thesis are available in the School of Graduate Studies' office. The scheduling of the preparation of the thesis and its review by the advisory committee is identical with that for the Ph.D. dissertation (see appropriate section).
9. Final Oral Examination
   Satisfactory performance on the Final Oral Examination in which the student defends his thesis before his advisory committee is required. This examination is based primarily on the thesis and the field of knowledge that constitutes the student's

major subject. The scheduling and conducting of this examination is identical with that for the Ph.D. dissertation, except that the three readers (external examiners) are not required for this Final Oral Examination. After a successful Final Oral Examination, three final copies of the thesis must be deposited with the School of Graduate Studies at least one week prior to graduation. Each copy must bear the approval signature of the major advisor (chairman of the advisory committee), chairman of the department and the Dean.

10. Satisfactory Fulfillment
Satisfactory fulfillment of any additional requirements of the student's major department or the institution is required.

Combined Doctor of Philosophy-Doctor of Medicine and Master of Science-Doctor of Medicine Degrees Programs

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Requirements for Admission:

Applicant must be enrolled in the School of Medicine and should be in the process of completing, in good standing, his first or second year of the medical curriculum. He will require two letters of recommendation from the faculty of the School of Medicine.

The requirements for the combined degree programs are not substantially different from those of the individual degree programs.

Requirements for Graduation:

Doctor of Philosophy-Doctor of Medicine Degree Program.

1. Graduate Study and Residence
It is anticipated that the Ph.D.-M.D. program will require 6 years.
2. Program of Study and Research Proposal
Within the first three months after enrollment as a Ph.D.-M.D. candidate, an advisory committee will be established with the student's major professor as its chairman. The advisory committee will consist of four individuals in addition to the major professor, with a representative from at least one other department. The committee will plan and direct the student's program of study and research that will be proposed as the basis for a dissertation, which has been approved by the student's advisory committee, the department chairman and the Dean.
3. Research Tools
See Requirements for Graduation, Doctor of Philosophy degree.
4. The Ph.D. General Examination
See Requirements for Graduation, Doctor of Philosophy degree.
5. Admission to Candidacy for the Doctor of Philosophy degree
A student will be admitted to candidacy for this degree by the dean of the School of Graduate Studies when he has met requirements 2, 3 and 4 for this degree. A student may take various courses after admission to the School of Graduate Studies, but there is no commitment that these courses will be credited toward a degree until he is admitted to candidacy for an advanced degree.
6. Application for Graduation
Each candidate for a graduate degree must apply for graduation.
7. Dissertation
See Requirements for Graduation, Doctor of Philosophy degree.
8. Final Oral Examination
See Requirements for Graduation, Doctor of Philosophy degree.
9. Satisfactory Fulfillment
Satisfactory fulfillment of any additional requirements of the student's major department, or the institution, is required.

Requirements for Graduation:

Master of Science-Doctor of Medicine Degree Program.

1. Graduate Study
   Forty-five quarter hours of graduate study are required, of which a maximum of 15 quarter hours may be transferred as a result of satisfactory completion of the 1st (or 2nd) year of the medical curriculum. A minimum of 15 quarter hours must be allocated to advanced course work (800 series) in or related to the major field. Fifteen additional quarter hours may be allocated to seminar (901, 902 and 903), problem (921) and research (930). Course work programs will be arranged on an individual basis.
2. Residence
   One full academic year in residence as a graduate student is required. It is anticipated that the minimum time for the combined M.S.-M.D. degree would be 4½ years.
3. Program of Study and Research Proposal
   Within the first three months of the student's enrollment as a M.S.-M.D. candidate, an advisory committee will be established with his major professor as its chairman. The advisory committee should consist of approximately four individuals in addition to the major professor with at least one representative from another department. This committee will plan the student's course of study. A program of study and a research plan, which will serve as the basis for a thesis, should be recommended by the student's advisory committee, the departmental chairman and approved by the Dean.
4. Research Tools
   See Requirements for Graduation, Master of Science degree.
5. Admission to candidacy for the Master of Science degree
   See Requirements for Graduation, Master of Science degree.
6. Comprehensive Examination (Department Option)
   See Requirements for Graduation, Master of Science degree.
7. Application for Graduation
   Each candidate for a graduate degree must apply for graduation.
8. Thesis
   See Requirements for Graduation, Master of Science degree.
9. Final Oral Examination
   See Requirements for Graduation, Master of Science degree.
10. Satisfactory Fulfillment
    Satisfactory fulfillment of any additional requirements of the student's major department or the institution is required.

Master of Science in Oral Biology Degree Program

Requirements for Admission:

1. A D.M.D. or D.D.S. degree, or its equivalent, from a recognized School of Dentistry.
2. Adequate preparation in the field of proposed graduate study as determined by the faculty of the Oral Biology Department.
3. Satisfactory scores on the Aptitude Test and the advanced portion of the Graduate Record Examination or the Dental Admission Test (DAT).
4. A satisfactory physical examination.

Requirements for Graduation:

1. Graduate Study
   Forty-five quarter hours of graduate study are required. A minimum of 15 quarter hours must be allocated to advanced course work (800 series) in or related to the major field, including 8 of the 12 hours of core curriculum consisting of OBIO 811, 822, 833, 841, 852, 863 or acceptable equivalents. No course of the 600-700 series or an equivalent course, nor any course that the stu-

dent used to satisfy any requirement for a professional degree, or an equivalent course, may be used to satisfy this requirement. Thirty quarter hours of the required 45 are to be allocated to seminars (901, 902 and 903), investigation of a problem (921), and research (930) for the thesis.

Each graduate student is required to present a total of four seminars (2 seminars/year). All Oral Biology graduate students in residence, registered part- or full-time, are required to attend all Oral Biology Graduate Seminars until the time of their graduation.

2. Residence
   Two full academic years in residence are required.
3. Program of Study and Research Proposal
   A program of study and a research plan proposed as the basis for a thesis, which have been approved by the advisory committee, the departmental chairman and the Dean.
4. Research Tools
   Reading knowledge of one foreign language is required. French, German, and Russian are recommended. Another language or a research technique chosen from a computer programming language or mathematical method, e.g., HS 850, 851, 852 may be substituted if it has greater relevance to the candidate's program of study and is recommended by his advisory committee and the departmental chairman. The native language of the candidate may not be used to fulfill a language requirement. Foreign students may be permitted to substitute English to satisfy the foreign language requirement.
5. Admission to candidacy for the Master of Science Degree
   A student will be admitted to candidacy for this degree by the Dean of the School of Graduate Studies when he/she has met requirements 3 and 4 for this degree. A student may take various courses after admission to the School of Graduate Studies, but there is no commitment that these courses will be credited toward a degree until he/she is admitted to candidacy for an advanced degree. A student must be eligible for candidacy for the M.S. at least one quarter before the proposed graduation date.
6. Comprehensive Examination (Departmental Option)
   This examination is a comprehensive test over the core content of the discipline under study. It is designed to test the student's knowledge and ability to correlate the basic material presented during the first part of his graduate studies.

   This examination may be taken after a minimum of 30 quarter hours of graduate study, provided at least ten of these hours are in courses at the "700" and "800" level. It must be successfully passed before the student will be permitted to register for more than a total of eight quarter hours of graduate study or become a candidate for a graduate degree. In the event of failure, this examination may be repeated once with the permission of the department chairman, provided at least one additional quarter of graduate work has been completed. The student must have submitted an approved program of study (course work outline) for the M.S. degree before he/she is eligible to take this examination.

   This examination will be a written test that occupies two half days or one full day. The examination will be prepared by the departmental faculty. It must be submitted to the Graduate School by the chairman for approval at least one week in advance of the examination date, and will be graded by the faculty under the supervision of the department chairman. The results will be certified to the Graduate School by the chairman of the department involved and the student's written answers will be filed with the department.

7. Application for Graduation
   Each candidate for a graduate degree must apply for graduation at the School of Graduate Studies' Office.
8. Thesis
   See Requirements for Graduation, Master of Science degree.
9. Final Oral Examination
   See Requirements for Graduation, Master of Science degree.
10. Satisfactory Fulfillment
    Satisfactory fulfillment of any additional requirements of the student's major department, or the institution, is required.

Combined Master of Science in Oral Biology And Doctor of Dental Medicine Degrees Programs

This program provides the unusual candidate with the opportunity to obtain both the Master of Science and the Doctor of Dental Medicine degrees with research work being performed in Oral Biology. The program is only available to accepted dental students.

Degree candidates can spend one full year in graduate studies between the second and third year of dental school upon approval of the respective Deans.

Requirements for Admission:

Applicants must be enrolled in the School of Dentistry and in good academic and clinical standing. Two letters of recommendation are required, one from the Dean and one from the Associate Dean for Biological Sciences.

The requirements for the combined degree programs are essentially those of the individual degree programs.

Requirements for Graduation:

1. Graduate Study
   Forty-five quarter hours of graduate study are required of which a maximum of 15 quarter hours may be transferred as a result of satisfactory completion of the first, second, or third year of the dental curriculum. A minimum of 15 quarter hours must be allocated to advanced course work (800 series) and/or related to the major field. Fifteen additional quarter hours may be allocated to seminar (901, 902 and 903), problems (921) and research (930). Course work programs will be arranged on an individual basis.
2. Residency
   One full academic year in residence as a graduate student is required. Depending upon when the student embarks upon the graduate course of study, the M.S. in Oral Biology and D.M.D. degrees may be awarded at different times.
3. Program of Study and Research Proposal
   Within the first three months of the student's enrollment as an M.S. in Oral Biology — D.M.D. candidate, an advisory committee will be established with the student's major professor as Chairman. The Advisory Committee should consist of four individuals in addition to the major professor with at least one representative from another department. The Advisory Committee will plan the student's course of study. A program of study and a research plan, which will serve as the basis for a thesis, should be recommended by the student's Advisory Committee, the department chairman and approved by the Dean.
4. Research Tools
   See Requirements for Graduation, Master of Science in Oral Biology Degree Program.
5. Admission to Candidacy for the Master of Science Degree
   See Requirements for Graduation, Master of Science in Oral Biology Degree Program.
6. Comprehensive Examination (Departmental Option)
   See Requirements for Graduation,

Master of Science in Oral Biology Degree Program.

7. Application for Graduation
   Each candidate for a graduate degree must apply for graduation at the School of Graduate Studies Office.
8. Thesis
   See Requirements for Graduation, Master of Science in Oral Biology Degree Program.
9. Final Oral Examination
   See Requirements for Graduation, Master of Science in Oral Biology Degree Program.
10. Satisfactory Fulfillment
    Satisfactory fulfillment of any additional requirements of the student's major department of the institution is required.

The Master of Science in Nursing Program

The graduate program leading to the degree of Master of Science in Nursing is built on the content of the Baccalaureate Program in Nursing. In turn, the curriculum of the master's program is designed to provide a foundation for doctoral study in nursing.

Inherent in the philosophy of the graduate nursing program is the belief that nurses prepared at the level of a master's degree in nursing will be able to integrate specialized clinical competencies in a selected functional role. Graduates are expected to assume leadership roles congruent with changing needs and expectations of society for health care. Such nurse leaders require specific preparation to conduct studies assessing health care needs and to design programs to improve health services. Therefore, the graduate curriculum builds on a core of content in nursing and health-related theory and research.

Emphasis is placed on developing the ability to make theory-based and research-based decisions. The theoretical basis for nursing draws on relevant theories from basic sciences and from the body of increasing knowledge which is nursing. Using such a theory and research base, students are assisted in finding ways of identifying alternatives with which to make nursing decisions.

Graduates are expected, as nurse leaders, to create and interpret new roles, and to influence the nature of existing health care service. Therefore, students are prepared to advance and extend nursing knowledge and competencies through the discovery and development of more comprehensive and useful concepts and principles.

Specific Purposes of the Graduate Program

The purposes of the graduate program are to prepare graduates of baccalaureate nursing programs for advanced nursing practice with:

1. expertise in an area of clinical nursing practice,
2. competencies in the leadership role as educator, administrator, or clinical specialist,
3. competencies in the use of the research process in solving clinical practice problems and in advancing knowledge,
4. foundation for entry into doctoral study.

Objectives of the Masters Nursing Program

Upon completion of the program, the student will be able to:

1. Develop, articulate, and apply a personal philosophy of nursing consistent with the theoretical foundations of the selected clinical and functional roles.
2. Integrate specialized clinical competencies with functional role competencies.

3. Investigate and test theories in order to validate their applicability to the practice of nursing.
4. Analyze, evaluate, and synthesize empirical knowledge from the sciences and humanities for its application to the practice of nursing.
5. Evaluate and apply systematically selected research findings to the practice of nursing.
6. Identify researchable nursing problems, generate hypotheses, and conduct research studies.
7. Assume a leadership role in identifying and resolving issues which have an actual or potential impact on nursing/health care.
8. Collaborate with health care providers and consumers to design and initiate strategies to influence the nature of health care services.
9. Communicate knowledge and caring in planning with clients for health care, using specialized knowledge of development, adaptation, and learning.
10. Create and interpret roles as demanded by the evolving health care needs of society.
11. Acquire on a continuing basis knowledge requisite to maintaining and enhancing expertise.

Admission Criteria

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1. A Bachelor of Science in Nursing degree with an upper division major in Nursing.
2. A cumulative GPA of 2.80 or higher on a 4.0 scale in the baccalaureate program, or other evidence of academic ability.
3. Graduate Record Examination-Aptitude Test results.
4. Minimum of one year of experience as a Registered Nurse.
5. Evidence of current professional nurse licensure; evidence of Georgia licensure prior to enrollment.
6. Three letters of recommendation from employers, educators, or professional colleagues closely associated with the applicant's nursing experience and attesting to professional competence.
7. A personal interview with the chairman or designated faculty member(s) in the department of the selected major.
8. Evidence of satisfactory completion of a course in Statistics (graduate or undergraduate credit).
9. Evidence of satisfactory completion of a course in Health Assessment (graduate or undergraduate credit or equivalent).

Special Students

Special students are non-degree students who may enroll in a course with the signature of the course instructor and the appropriate Associate Dean. Credits earned by a non-degree student will not automatically apply to a degree program. When and if accepted to a degree program, students must request evaluation of course credits earned as a special student. Special students have no assurance of being accepted into a degree program.

Curriculum

Clinical majors are offered in the areas of Adult Nursing, Community Health Nursing, Parent-Child Nursing and Mental Health-Psychiatric Nursing, and Nursing Administration. In addition, the student may select an area of role development in Administration, Teaching or Clinical Specialization.

The student may elect general education or cognate courses which are supportive of the clinical and functional components.

Those students with a special interest in research methods or computer applications have the opportunity to develop expertise through judicious use of their electives and in the required research courses.

The curriculum is designed to provide flexibility in meeting the individual needs of students while maintaining a sound academic base. Each sequence of courses in the major clinical concentration and area of functional role development will stress the theory and practice of nursing, the contemporary role of the nurse in the delivery and evaluation of health care, and the client advocacy role of the professional nurse. Each student is urged to explore educational and professional goals with the major faculty advisor, and to maintain close liaison with faculty members to promote a dynamic interchange throughout the program.

Sixty quarter hours of credit, or 15 hours of full-time study for four quarters, are required to complete the program leading to the Master of Science in Nursing. Degree requirements must be met within five years following the initial enrollment.

The curriculum has five components: (1) the common core sequence of courses, (2) the clinical major sequence, (3) the functional or role development sequence, (4) the electives, and (5) the application of the research process.

1. **Common Core Courses:**
   Five courses, or thirteen quarter credit hours, provide a common foundation for all students in theory and research. Students from diverse backgrounds clarify and focus their expectations of the graduate program in these courses. A sound theory and research base assists students to study nursing problems in any clinical specialty and functional role sequence with concern for gathering data and designing approaches to improve health services.
2. **Courses in the Chosen Clinical Concentration of Major:**
   Four courses, or twenty quarter hours, are required in the clinical major. Laboratory experience is part of each clinical course and provides the opportunity to apply concepts and theories to client-care situations.
3. **Functional or Role Development Courses:**
   Courses are provided to assist the student to develop competencies in teaching, administration, or clinical specialization.
4. **Electives:**
   Courses may be selected from general education or nursing courses to supplement and support knowledge and competencies gained in the required nursing courses. Certain cognate courses may be required by some departments to enhance the content of the major concentration.
5. **Application of the Research Process:**
   Seven quarter hours are required for the completion of the research component which builds on the competencies developed in the core courses. The non-thesis option consists of an investigative project (5 quarter hours credit) and one independent study course (1 quarter hours credit), in addition to the core course in Nursing Research. The thesis option (7 quarter hours credit) is utilized when the student desires to investigate a research project utilizing a theoretical or conceptual framework to guide in the collection and analysis of data.

Academic Standards and Progression

Graduate students in the School of Nursing are expected to attain a GPA of 3.0 (B average) by the end of 2 quarters or 15 hours, whichever comes first, and maintain this GPA for the remainder of the program.

Specific academic policies will be provided during orientation, along with a Graduate Student Handbook.

Whenever any student falls below the specified average, the student shall be on academic probation and subject to suspension. Information about academic assistance, counseling, and appeal procedures is available in the Office of the Dean and Associate Dean for the Graduate Program.

See the School of Nursing general information section for information on non-academic exclusion.

Admission to candidacy for the degree, Master of Science in Nursing, is considered upon completion of 15 credits in residence at MCG. The degree is awarded upon recommendation of the faculty after completion of all requirements.

Transfer Credit to Graduate Program

Transfer credit can be obtained for graduate level courses taken elsewhere in the United States if such courses have not counted toward another degree. Normally, a maximum of 15 quarter hours may be transferred from another accredited institution to count toward the 60 quarter credits currently required in the Graduate Program in Nursing at the Medical College of Georgia.

There can be no assurance that the maximum number of credits will be transferred in every instance. The courses for which transfer credit is requested must be those which are relevant to the objectives of the current master's program and will be evaluated at the time of enrollment. Any student planning to take courses with the expectation of later transfer to Medical College of Georgia should do so only with advisement from the appropriate Department Chairman or the Associate Dean for the Graduate Program. Graduate course credits proposed for transfer must have been earned no longer than five years prior to enrollment in MCG's Graduate Program.

M.S.N. Graduation Requirements

Candidates for the M.S.N. degree must meet the following requirements to qualify for graduation:

1. Satisfactory completion of a minimum of 60 quarter hours of approved coursework.
2. Overall grade point average of 3.00 or better in the graduate program, with no more than two (2) grades of C in core courses. A grade of B or better is required in the clinical courses.
3. Recommendation by the faculty for graduation.

The Master of Science in Medical Illustration Degree Program

This program of study provides education and training in the visual interpretation of medical and bioscientifical information for use in a variety of communication media including publications, slides, motion pictures, exhibits, television and three-dimensional materials. Emphasis is placed on developing the student's talents and skills as an artist to solve problems in the presentation of information so that the visual solution is not only clear and accurate, but also appropriate for its stated need and intended use.

This graduate program is one of only six in the country which have been accredited by the Association of Medical Illustrators.

Requirements for Admission:

1. A bachelor's degree from an accredited college or university.
2. Required preparation as follows:

   Biology/Zoology — These four courses must be passed with a 3.0 cumulative grade point average.

   a) Comparative Vertebrate Anatomy of Vertebrate Morphology, with lab including student dissection of a mammal
   b) Histology
   c) Embryology (b or c should include laboratory use of microscope)
   d) Human Physiology (a course in General Physiology or Vertebrate Physiology would be acceptable).

Art

Advanced Life Drawing from the model (at least one course; additional life drawing courses are recommended).

  b) Although no other specific courses are required, a student is expected to have a strong background in studio art and graphic design.
  c) Photography — a course in basic photography (should include camera and darkroom experience).

3. Superior ability in drawing and rendering realistically from observation of the nude model and still-life subjects, as demonstrated through submission of a portfolio of specified original artwork.
4. A personal interview. In order to avoid unnecessary expense to the student, an interview is requested only after a preliminary evaluation has determined that the student meets all of the above requirements or can meet them prior to the beginning of the fall quarter.
5. Satisfactory scores on the Aptitude Test portion of the Graduate Record Examination as determined by the department.

Application Procedure

Preliminary Evaluation — A preliminary slide portfolio of specified artwork and a report of academic qualifications must be submitted as the first step in the application procedure.

Information on the required portfolio and the application procedure can be obtained from the Medical Illustration Program, Medical College of Georgia, Augusta, Georgia 30912.

Estimated Expenses Specific to Medical Illustration

Books, Supplies, etc. - $800/1st year; $250/2nd year; $300/3rd year plus variable expenses for professional meetings, job interviews, etc.

Off-campus Housing: $125 — $270/mo.

Special Needs: Students should be aware that they will be strongly encouraged to spend the second summer as a salaried intern in an established medical illustration department somewhere in the United States. Expenses related to the internship cannot be estimated since they will vary greatly depending upon the amount of travel involved and individual living arrangements.

Third-year students are encouraged to attend the annual four-day professional meeting for which they will bear the expense of travel, room and board, and registration fee.

Requirements for Graduation:

1. Graduate Study

   A designated program of study must be completed. A student is responsible for adhering to any future changes that may be incorporated. To remain in the program a student must make grades of "C" or better in Embryology, Gross Anatomy, Histology, Neuroanatomy and General Pathology. (Individual courses are explained in the School of Graduate Studies course descriptions section).

Curriculum

First Year

Fall Quarter		Credit Hours
Anm 701	Gross Anatomy	6
Anm 807	Embryology	3
Mil 650	Med. Illust. Tech. I	6
Mil 753	Printing & Publishing	1
Mil 775	Presentation of Info.	4
		20

Winter Quarter		
Anm 702	Gross Anatomy	6
Anm 703	Neuroanatomy	4
Mil 651	Med. Illust. Tech. I	6
Mil 804	Sci. Exhibit Design	4
		20

Spring Quarter

Mil 652	Med. Illust. Tech. I	11
Mil 659	Publication Art Tech.	2
Mil 666	Medical Photography	5
Mil 678	Surgical Techniques	2
		20

Second Year

Summer Quarter

Mil 658	Tri-dimensional Tech.	6
Mil 750	Surg. Observ./Sketch	4
Mil 760	Med Illust. Tech. II	6
Mil 780	Television for M.I.	4
		20

Fall Quarter

Mil 751	Surg. Observ./Sketch.	4
Mil 761	Med. Illust. Tech. II	8
Mil 802	Dept'l. Devt./Admin.	4
Anm 813	Histology	5
		21

Winter Quarter

Path 722	General Pathology	5
Mil 752	Surg. Observ./Sketch.	4
Mil 762	Med. Illust. Tech. II	8
Hc 764	Survey of Learning Res.	3
		20

Third Year

Spring, Summer &/or Fall Quarters

Mil 921	Investigation of Prob.	TBA
Mil 928	Master's Project	TBA

Winter Quarter

Mil 928	Master's Project	TBA

2. Residence
   The required minimum for residence on this campus is eight quarters of full-time graduate study or the equivalent.
3. Examination
   Upon successful completion of the designated coursework or its equivalent, a student will be required to pass a qualifying examination administered by the faculty of the Medical Illustration Program. This examination is a comprehensive test over the designated curriculum. It is designed to test the student's knowledge and ability to correlate the basic material presented in the first six quarters of the program. The Dean will be notified when and to whom these examinations are to be given, and will be informed of the results regarding the status of each student taking the examination.
4. Master's Project Proposal
   Upon successful completion of all designated coursework, an outline of the work proposed for the Master's Project must be submitted to and approved by the student's advisory committee and by any communications media production department that will be involved.
5. Admission to candidacy for the Master of Science Degree in Medical Illustration.
   A student will be admitted to candidacy for this degree by the Dean of the School of Graduate Studies when he has met requirements 3 and 4 for this degree. A student may take various courses after admission to the School of Graduate Studies, but there is no commitment that these courses will be credited toward a degree until he is admitted to candidacy for an advanced degree. A student must be eligible for candidacy for the M.S.M.I. at least one quarter before the proposed graduation date.
6. Application for Graduation
   Each candidate for a graduate degree must apply for graduation at the School of Graduate Studies office.
7. Master's Project
   At least seven weeks before the proposed date of graduation, a copy of the completed master's project or its equivalent must be submitted to the chairman of the student's advisory committee. Each member of the committee then will have the opportunity to examine the master's

project and to question the student informally concerning any portion of it with regard to knowledge and presentation of subject matter, quality of illustation techniques, choice of communication medium, content of supplementary text, etc. Any changes that the committee member considers necessary should be discussed at this time, and a list of corrections requested should be sent to the chairman of the advisory committee. At least two weeks before the proposed date of graduation, the Approval Form, signed by the chairman and each member of the advisory committee, will be forwarded to the Dean. The student will be held responsible, under the supervision of the chairman of his advisory committee, for making the changes recommended by the committee. At least one week prior to graduation, three copies of the master's project or its equivalent in final form must be deposited with the School of Graduate Studies. Each copy must bear the approval signature of the major advisor (chairman of the advisory committee), the Director of the Program, and the Dean.

8. Final Oral Examination
   No formal oral examination in defense of the master's project or its equivalent is required. This requirement should be satisfied as stated in 7 above.
9. Satisfactory Fulfillment
   Satisfactory fulfillment of any additional requirements of the student's major department or the institution is required.

The Master of Health Education Degree Program

This advanced professional degree is an educational degree oriented toward teaching and clinical skills in the Allied Health fields of dental hygiene, medical technology, occupational therapy, and physical therapy, and in Dentistry.

Requirements for Admission:

1. A Bachelor's degree in Dental Hygiene or Medical Technology from an accredited college or university having a program comparable to the bachelor's degree programs in these Allied Health professions at the Medical College of Georgia. For Occupational Therapy, graduation with a bachelor's degree from a curriculum in occupational therapy approved by the Council on Medical Education of the American Medical Association in collaboration with the American Occupational Therapy Association, or with a bachelor's degree and professional preparation comparable to the program at the Medical College of Georgia. For Physical Therapy, graduation with a bachelor's degree or equivalent preparation in physical therapy from a curriculum in physical therapy accredited by an agency recognized by the United States Office of Education, or, with a bachelor's degree and professional preparation in physical therapy comparable to basic educational programs for a physical therapist. For Dentistry, a dental degree from a school or college of dentistry approved by the Commission on Dental Accreditation of the American Dental Association.
2. Adequate academic preparation and level of achievement in the field of proposed graduate study as determined by the appropriate graduate faculty of the Medical College of Georgia.
3. Evidence of current registration, licensure or certification to practice dentistry, dental hygiene, medical technology, occupational therapy, or physical therapy in one or more states. In addition, clinical practice beyond that is required for the initial degree: dentistry, dental hygiene and occupational therapy; one year—physical therapy; two years.
4. Satisfactory scores on the Aptitude Test of the Graduate Record Examination as determined by the department.
5. For Physical Therapy a personal interview may be requested.
   The final selection of students for admission will be subject to the discretion of the Dean of the School of Graduate Studies. Letters of acceptance will be sent by the Dean upon recommendation of the department. These recommendations are based on student academic qualifications, desired competency, as well as space and resource availability.

Requirements for Graduation:

1. Graduate Study
   Sixty quarter hours beyond the bachelor's or professional dental degree are required. The complete program includes required and elective courses in education offered by Augusta College, as well as other Schools and Divisions of the Medical College of Georgia. Twenty quarter hours are spent in discipline-oriented instruction, 20 quarter hours of pedagogic instruction including a teaching practicum, and 20 quarter hours of related electives.
2. Residence
   A minimum of three quarters of full-time study or the equivalent in residence on this campus is required.
3. Program of Study
   A program of study which has been

approved by the advisory committee, the chairman, and the Dean.

4. Application for Graduation
Each candidate for a graduate degree must apply for graduation at the School of Graduate Studies' office.
5. Satisfactory Fulfillment
Satisfactory fulfillment of any additional requirements of the student's major department or the institution is required.

Course Descriptions

Courses designated by an asterisk have been approved for Graduate Studies credit toward a degree. Lecture-lab-credit hours are designated as shown in this example: (3-2-4 hours).

Anatomy

D. Bockman, Chairman; J. Barrett; G. Colborn; T. Gale; M. Kirby; D. Lause; T. McDonald; M. Mulroy; T. Rosenquist; M. Sharawy; D. Sickles; G. Sohal; G. Standage; J. Tischfield; T. Weidman; D. Welter; R. Wrenn.

***ANM 701. Human Gross Anatomy. (4-4-6 hours)**
(Fall)

***ANM 702. Human Gross Anatomy. (4-4-6 hours)**
(Winter)

This course is designed to provide the student with basic knowledge of the gross anatomy of the human body, through regional dissections, lectures and conferences. The head, neck and trunk are studied in the Fall Quarter, the limbs and pelvis in the Winter Quarter. Because of limitations upon spaces and laboratory materials, students must seek permission for admission to the course from the course director at least one month before the beginning of the course.

***ANM 703. Neuroanatomy. (2-4-4 hours)**
(Spring)
Previous enrollment in ANM 701 and 702 is recommended.

A study of the gross and microscopic structure of the human nervous system and organs of special sense. Taught in parallel with PHY 703 as an integrated Neuroscience course.

***ANM 807. Embryology. (3-0-3 hours)**
(Fall)
Prerequisite: ANM 701, 702 (or concurrent enrollment).

A study of the fundamentals of human developmental anatomy. Subject matter includes germ cell development, fertilization, implantation, placentation, and morphogenesis of the various organ systems.

***ANM 813. Histology. (3-6-3 hours)**
(Fall)

A study of cells, tissues, and organs of man as related to their function.

***ANM 814. High Resolution Microscopy. (1-8-5 hours)**
(Winter)

A course in the basic techniques of electron microscopy. Emphasis is placed upon the preparation of tissues for electron microscopy, operation of the scanning and electron microscopes, and preparation and interpretation of electron micrographs. Instruction includes the introduction to appropriate photographic techniques and equipment.

***ANM 816. Histochemistry. (1-6-4 hours)**
(Spring)
Prerequisite: ANM 813

A lecture and laboratory course intended to provide advanced graduate students greater comprehension of the quantity, distribution, and function of the major chemical constituents of cells and tissues. Substances studied include proteins, fats, carbohydrates, nucleic acids, and enzymes. The laboratory will teach the more useful and effective methods of localization and quantitation.

***ANM 817. Special Topics in Gross Anatomy. (1-4-3 hours)**
(Spring)
Prerequisites: ANM 701, 702

This course involves special dissections in gross human anatomy.

***ANM 819. Special Topics in Neuroanatomy. (2-2-3 hours)**
(Spring)
Prerequisite: ANM 703

This course will be a review of basics including complete brain dissection and slide study. The major time will be used to explore in depth some recent research relating to various areas and systems. Discussions will be led by faculty, students, and outside speakers with all course participants expected to contribute to each subject.

***ANM 820. Special Topics in Cell Biology. (3-0-3 hours)**
(Winter)
Prerequisites: Histology and Biochemistry or equivalents

This course will emphasize various aspects of cell morphology and function. Topics will be selected to reflect the interests and needs of the faculty and students participating in the course, including both cellular and molecular levels.

***ANM 826. Somatic Cell Biology.** (5-0-5 hours) (Spring)

This course will focus on somatic cells in culture as vehicles for obtaining fundamental biological information. Areas to be covered include somatic cell genetics, cyto-differentiation, control of cell growth, carcinogenesis and intercellular transfer of genetic material. Parasexual analysis of genetic and regulatory mechanisms will be emphasized. Reading will be primarily in the original literature.

***ANM 828. Topics in Developmental Cell Biology.** (5-0-5 hours) (Spring)

This course will focus on mechanistic and experimental approaches applicable to the analysis of development, particularly on the cellular level. Emphasis will be placed on the molecular biology of development and various model systems for ontogenetic studies will be investigated. Topics covered may include genomic organization and its relationship to development, nuclearcytoplasmic interactions, control of gene expression, maternal and paternal contributions to early development, manipulatable systems such as allophenic mice and Drosophila and control of cell movement and proliferation. A large proportion of the reading will be from primary sources.

***ANM 850. Developmental Neurobiology.** (3-0-3 hours) (Spring)

Prerequisites: ANM 703, PHY 703

A lecture/paper presentation course dealing with the mechanisms of embryonic induction and determination, neuronal differentiation, migration, and trophic factors and specificity of connection formation including a survey of the contemporary research techniques used for the study of the nervous system.

***ANM 901. Seminar in Anatomy.** (1-0-1 hours)
Graduate Student Colloquium

***ANM 902, 903. Seminar in Anatomy.** (1-0-1 hours)

***ANM 921. Investigation of a Problem.** (Credit to be arranged)

***ANM 930. Research.** (Credit to be arranged)
(For dissertation or thesis)

Cell and Molecular Biology Biochemistry and Microbiology

T. Huisman, Chairman; A. Abdel-Latif; E. Abraham; R. Bard; G. Best; G. Brownell; S. Bustos-Valdes; G. Carl; A. Carter; R. Dienst; T. Dirksen; A. Felice; F. Garver; K. Hall; J. Hill; L. Hodge; F. Hommes; E. Howard; J. Howard; W. Karp; K. Lanclos; D. Lapp; F. Leibach; J. McPherson; N. Nair; A. Reese; C. Roesel; G. Schuster; D. Scott; T. Stoming; J. Whitney.

***CMB 745. Biochemistry.** (8-0-8 hours) (Fall)

This course covers the chemistry and reactions of the constituents of living matter, metabolism and control mechanisms at levels of biological organization from subcellular to organism. Emphasis is given to medical applications. (Formerly BCH 801A and 802A)

***CMB 771. General Immunology.** (2-0-2 hours) (Winter)

Principles of Immunology and Immunity.

***CMB 812. Microbiology Core.** (5-0-5 hours) (Winter)

***CMB 813. Microbiology Core.** (5-0-5 hours) (Spring)

Prerequisite: CMB 745

A course sequence covering the principles of microbiology, microbial physiology, genetics, immunology, and virology.

***CMB 814. Biochemistry Core.** (5-0-5 hours) (Fall)

***CMB 815. Biochemistry Core.** (5-0-5 hours) (Winter)

***CMB 816. Biochemistry Core.** (5-0-5 hours) (Spring)

A course sequence covering the chemistry and reactions of the constituents of living matter, metabolism and control mechanisms in whole organisms, organ, cell and subcellular systems, metabolic patterns and biosynthetic pathways.

***CMB 820. Series: Topics in Biochemistry.** (3-0-3 hours)

Prerequisite: CMB 816

Advanced treatment of selected topics.

***CMB 820. Cell Biology.**

***CMB 821. Nucleic Acids.**

***CMB 822. Cancer Biology.**

***CMB 823. Biomembranes.**

***CMB 825. Lipids.**

***CMB 826. Physical Methods. (3-0-3 hours)**
Use of physical methods to determine the structure of biochemically important monomers and polymers.

***CMB 827. Developmental Biochemistry. (3-0-3 hours)**
The biochemical basis of the development of physiological functions, i.e., enzymatic differentiation resulting in tissue formation.

***CMB 828. Neurochemistry. (3-0-3 hours)**
General neurochemistry, including the morphological basis of neurochemistry synaptic transmission, the function of neural membranes, metabolism and regulation of nervous system function.

***CMB 829. Biochemistry of Inborn Errors of Metabolism. (4-0-4 hours)**
The genetics, biochemical basis, pathology and methods of treatment of inborn errors of metabolism.

***CMB 850. Series: Topics in Microbiology. (3-0-3 hours)**
Prerequisites: CMB 812 and CMB 813.

***CMB 851. Immunology. (3-0-3 hours)**
Biological, physical and chemical properties of antigens and antibodies: mechanisms of precipitation and agglutination reactions, cytotoxic reactions, medicated by antibody and complement; mechanisms of hypersensitivity reaction and immunology and chemistry of blood group substance.

***CMB 852. Microbial Physiology. (3-0-3 hours)**

***CMB 853. Bacterial Genetics. (3-0-3 hours)**
A consideration of nucleic acid metabolism and heredity in microorganisms including conjugation, transduction and transformation.

***CMB 854. Bacterial Genetics Laboratory. (0-4-2 hours)**

***CMB 855. Virology. (3-0-3 hours)**
Studies of animal viruses, and newer techniques for cell culture and identification.

***CMB 890. Workshop in cell and Molecular Biology. (1-0-1 hours)**

***CMB 901. Seminar in Cell and Molecular Biology. (1-0-1 hours)**

***CMB 902. Seminar in Cell and molecular Biology. (1-0-1 hours)**
(Winter)

***CMB 903. Seminar in Cell and Molecular Biology. (1-0-1 hours)**
(Spring)

***CMB 921. Investigation of a Problem. (Credit to be arranged)**

***CMB 930. Research. (Credit to be arranged)**
(For Dissertation)

Dental Hygiene / Dental Major

B. Pollard, Chairperson; J. Catherman; G. Winkley.

***DH 800. Clinical Dental Hygiene. (2-8-6 hours)**
This course is designed to provide the background knowledge and clinical experience essential for clinical dental hygiene instructors.

***DH 802. Applied Project in Dental Hygiene. (5-0-5 hours)**
Preparation by the student of an independent project utilizing audiovisual resources to develop a module of instruction which can serve as a self-instructional unit for undergraduate students in dental hygiene.

***DH 803. Dental Hygiene Leadership. (5-0-5 hours)**
Prerequisites: Educational Psychology and/or teaching experience in allied health curricula is required before this course can be taken.

This course is structured as a forum-laboratory in which to discuss and to test current concepts in academic program design and management.

***DH 809. Advanced Clinical Field Experience. (5-0-5 hours)**
This field experience is individually designed to provide clinical work experiences at local area hospitals or public health agencies to fit supervisory and/or clinical interests of the student. The work will be directly co-supervised by an appropriate member of the medical or dental faculty; institution or agency personnel; and department staff.

***DH 930. Independent Study in Dental Hygiene. (5-0-5 hours)**
This course will require the satisfactory completion of an original project in dental hygiene. Results of the study and a critical review of the pertinent literature are incorporated into the student's work.

Community Dentistry

J. Williams, Chairman.

***CMD 803. Dental Health Program Planning and Field Experience. (4-2-5 hours)**
This course will be devoted to the general knowledge and skills specific to the processes of planning, implementation, operation, and evaluation of public health programs. It will also consider the political and legislative skills which have application throughout all administrative processes.

***CMD 804. Dental Health Epidemiology.** (4-2-5 hours)

This course will be devoted to the basic concepts of research design, epidemiology, biostatistics and literature evaluation. Consideration will also be given to the preparation of research protocols and the quantification of clinical observations for the purpose of evaluating clinical impressions. In addition, the course will include the planning and administering of prevention and control programs for a community — the assessment of various oral disease levels, and the identification of available prevention and control measures together with their selection, implementation and evaluation.

***CMD 806. Research in Dental Public Health.** (4-2-5 hours)

This course will be devoted to the selection, planning, conduct, analysis, reporting and presentation of a research topic in the field of dental public health. The course will help the student prepare an original scientific report suitable for publication in a refereed scientific journal.

Endocrinology

V. Mahesh, Chairperson; T. Abney; V. Bhalla; E. Bransome; J. Byrd; A. Costoff; R. Greenblatt; L. Hendry; T. Mills; T. Muldoon; J. O'Conner.

***END 707. Introduction to Endocrinology.** (1-0-1 hours)
(Fall)

This course will give a general introduction to the concept of hormones, endocrine glands, and various mechanisms involved in regulation and control of endocrine secretion.

***END 809. Human Cytogenetics — Laboratory Techniques.** (0-6-3 hours)
(Winter)
Prerequisite: None

A laboratory study of the methods used in human cytogenetics including leukocyte and solid tissue culture, x and y body preparations, banding procedures, karyotyping, autoradiography and photomicroscopy.

***END 810. Biochemical Methods in Endocrine Research.** (1-5-3 hours)
(Fall — Winter — Spring)
Prerequisite: None

Rotation through the various faculty laboratories to learn specialized methods such as fractionation and individual estimation of steroids, steroid receptor binding, chromatography and the use of isotopes.

***END 812. Chemistry of Steroids.** (5-0-5 hours)
(Spring)
Prerequisite: END 815

A survey of the chemical synthesis, degradation and general reactivity of various classes of steroids. Physical methods of characterization and methods of steroid determination are discussed with particular emphasis on steroids of biological importance.

***END 813. Mechanism of Steroid Hormone Action.** (5-0-5 hours)
(Spring)

A detailed analysis of the intracellular events known to precede manifestation of steroid hormone action. Particular emphasis is placed upon receptor interactions and their cytoplasmic and nuclear ramifications. All classes of active steroid hormones are considered, with a view toward correlating differences in action with differences in mechanism.

***END 814. Endocrinology of Polypeptide Hormones.** (4-0-4 hours)
(Fall)

Studies of the hormones of the hypothalamus, pituitary, the adrenal medulla, pancreas, pineal, thyroid, and parathyroid.

***END 815. Biochemistry of Steroid Hormones.** (4-0-4 hours)
(Winter)

Studies of the biosynthesis, transport, metabolism and secretion of steroid hormones.

***END 816. Polypeptide-Hormone-Receptor Interactions.** (3-0-3 hours)
(Spring)
Prerequisite: Medical Biochemistry

A detailed analysis of hormone-receptor-interaction. Particular emphasis is placed upon polypeptide hormone-receptor interactions and regulation of cellular functions. Included are the concepts of receptor regulations and the regulations of adenylate cyclase, phosphodiesterase, protein kinase and other cellular processes.

***END 817. Reproductive Physiology.** (4-0-4 hours)
(Fall)

A biologically oriented course dealing with spermatogenesis, ovulation, fertilization, behavior, implantation, and pregnancy.

***END 818. Population Explosion and Contraception.** (2-0-2 hours)
(Summer)

A survey of the problem of population explosion in the United States and around the world, with discussion of the safety and efficiency of current methods of contraception.

***END 820. Protein Hormone Regulations of Cellular Function.** (3-0-3 hours)
(Spring)
Prerequisite: Medical Biochemistry

This course will address the various biochemical mechanisms whereby protein hormones control cellular function and will elucidate, at the molecular level, the varied cellular responses to hormonal stimuli.

***END 825. Neuroendocrine Control Mechanisms. (4-0-4 hours)**
(Winter)
Prerequisite: Medical Biochemistry
A study of neural and neuroendocrine control-mechanisms that affect the secretion of anterior pituitary hormones.

***END 901. Seminar in Endocrinology. (1-0-1 hours)**
(Fall, Winter, Spring)

***END 921. Investigation of a Problem. (Credit to be arranged)**
(All quarters)

***END 930. Research. (Credit to be arranged)**
(All quarters) (For Dissertation or Thesis)

Medical Illustration

W. Stenstrom, Director of Teaching Program; O. Garlington; D. Mascaro.

***MIL 650. Medical Illustration Techniques I. (Credit to be arranged)**

***MIL 651. Medical Illustration Techniques I. (Credit to be arranged)**

***MIL 652. Medical Illustration Techniques I. (Credit to be arranged)**
An introduction to the techniques and media of the medical illustrator including carbon dust, pen and ink, watercolor, airbrush, and technical pens.

***MIL 658. Tri-dimensional Techniques. (2-8-6 hours)**
An introduction to the media and techniques of creating and producing three-dimensional bioscientific materials including facial prosthetics.

***MIL 659. Publication Art Techniques. (1-2-2 hours)**
An introduction to the media and techniques of preparing artwork for reproduction in the print media, from layout to camera-ready art.

***MIL 666. Medical Photography for Medical Illustrators. (2-6-5 hours)**
An introduction to photographic processes and basic experience in the techniques of medical photography including copywork, patient photography, surgical photography, photomicrography, and basic cinematography including animation.

***MIL 678. Surgical Techniques. (1-2-2 hours)**
An introduction to surgery where the students perform several surgical procedures on laboratory animals utilizing standard equipment, materials and techniques.

***MIL 750. Surgical Observation/Sketching. (Credit to be arranged)**

***MIL 751. Surgical Observation/Sketching. (Credit to be arranged)**

***MIL 752. Surgical Observation/Sketching. (Credit to be arranged)**
Observations and sketching of procedures and techniques of surgery performed in the operating rooms of the medical center. The sketches are used as reference material for illustrations accomplished in Medical Illustration Techniques II.

***MIL 753. Printing and Publishing. (1-0-1 hours)**
A study of the major methods of printing including platemaking and other aspects of publishing.

***MIL 760. Medical Illustration Techniques II. (Credit to be arranged)**

***MIL 761. Medical Illustration Techniques II. (Credit to be arranged)**

***MIL 762. Medical Illustration Techniques II. (Credit to be arranged)**
A studio experience in which the student utilizes a variety of art materials and techniques in preparing medical illustrations that meet stated objectives.

***HC 764. Survey of Learning Resources. (1-4-3 hours)**
(See General Studies — Health Communications Design and Technology.)

***MIL 775. Presentation of Visual Information. (3-2-4 hours)**
A foundation in the selection and utilization of audiovisual resources and in the design, preparation and production of scientific information for presentation in the major visual communication media.

***MIL 780. Television for Medical Illustrators. (1-6-4 hours)**
Lectures and studio demonstrations of equipment and production methods of closed circuit television with emphasis on graphic techniques and program planning involving the medical illustrator.

***MIL 802. Department Development and Administration. (3-2-4 hours)**
An introduction to basic procedures of management and administration, and an analysis of the organization and delivery of health services within institutional settings with special emphasis on organizing and staffing a medical illustration department.

***MIL 804. Scientific Exhibit Design. (1-6-4 hours)**
A supervised practicum in planning and designing a scientific exhibit. Included are practical aspects of production including scale drawings, selection of materials, functional design, and shipping and space limitations.

***MIL 921. Investigation of a Problem. (To be arranged)**
Independent study of the materials and techniques

used in creating and reproducing visual bioscientific information for predetermined communication media.

***MIL 928. Master's Project. (To be arranged)**
A visual presentation of a bioscientific subject prepared in partial fulfillment of the requirements for the degree of Master of Science in Medical Illustration.

Medical Technology

A. Anderson, Chairperson; C. Barnwell; J. Crowley; A. Shaikh; A. R. Winningham.

***MTC 801. Laboratory Administration. (1-2-2 hours)**
An application oriented course of study in the concepts, procedures, and techniques of management.

***MTC 810. Clinical Chemistry. (3-6-6 hours)**
Qualitative and quantitative aspects of analytical biochemistry as they are applied to diagnosis and therapy of human diseases. Includes didactic and laboratory studies; and individual directed projects.

***MTC 820. Clinical Hematology. (3-6-6 hours)**
Prerequisites: Previous study in hematology and permission of the instructor.

Advanced concept in the practical application of hematology and coagulation. A research paper is required with oral presentation. The student is allowed the opportunity to participate in course design and presentation.

***MTC 830. Clinical Immunology. (4-4-6 hours)**
The essential concepts of the human immune system. Course content includes the structure and function of the organs and cells that comprise the immune system; humoral and cellular response; inflammatory response; host resistance to viral, fungal, bacterial, tubercule and neoplastic disease; immune disorders; transplantation and tumor immunology; clinical immunological lab tests. Lab exercises are individually designed projects in immunology. A library research paper and oral presentation of the paper are required.

***MTC 840. Clinical Immunohematology. (3-6-6 hours)**
Principles and techniques of applied immunology related to problems of an immunohematology service (blood bank). Includes didactic and laboratory studies, and individual directed projects.

***MTC 850. Clinical Microbiology. (3-6-6 hours)**
Prerequisite: Microbiology course and permission of instructor.

Advanced course in clinical microbiology. Latest developments in technical and managerial aspects of the microbiology laboratory. Students write reports and develop educational presentations.

***MTC 921. Investigation of a Problem. (To be arranged)**

NURSING

M. Conway, Dean of Nursing; R. Monnig, Associate Dean for Graduate Programs; G. Bennett; G. Clayton; A. Demi; L. Ellis; B. Fuszard; S. George; S. Gueldner; B. Hamm; V. Kemp; V. Lambert; E. McCranie.

Adult Nursing

***NSG 706. Conceptual Basis for Advanced Adult Nursing. (2-0-2 hours)**
Analysis and critique of adaptation and developmental theory and concepts from biological and behavioral sciences for their usefulness in explaining phenomena relevant to adult health as a base for providing advanced nursing services for selected adult populations.

***NSG 707. Alterations in Physiologic Functions. (3-0-3 hours)**
Advanced concepts related to alterations in physiologic functions of the body and their implications for nursing are examined. The matter in which exogenous and endogenous stressors challenge the individual's adaptive responses is emphasized.

***NSG 708. Advanced Assessment and Management of Health Problems of Adults. (3-4-5 hours)**
Advanced health assessment and management of young, middle, and older adults experiencing acute and/or chronic health problems are emphasized. Focus is placed upon use of data base to formulate nursing diagnoses, manage stressors and enhance modes of adaptation which contribute to health.

***NSG 709. Adult Health Promotion and Risk Management. (2-2-3 hours)**
Strategies for the promotion of healthful life styles and the prevention or early detection of illness are presented. Means for prevention of chronic disease and improvement of health status including risk appraisal, health education and counseling, and anticipatory guidance are explored. The impact of environment, socio-political dilemmas and economic issues on health promotion and disease preventation are analyzed.

***NSG 710. Seminar: Advanced Practice and Research in Adult Nursing. (2-0-2 hours)**
Phenomena relevant to nursing for selected adult populations are investigated. Emphasis is placed on identifying researchable problems in providing health care services to adults. Contemporary practice imperatives are evaluated.

***NSG 711. Roles for Adult Nursing Clinical Specialist.** **(3-4-5 hours)**
The components of the clinical specialist role are analyzed. A model for practice of the role of clinical nurse specialist is designed. Strategies for operationalizing the role are identified.

***NSG 712. Practicum I: Clinical Specialization in Adult Nursing.** **(3-4-5 hours)**
The clinical specialist role is implemented in a selected setting. Emphasis is placed on developing each of the components of the clinical nurse specialist role with differentiation of the level of practice specified. Criteria for evaluating each of the components are identified.

***NSG 714. Practicum II: Clinical Specialization in Adult Nursing.** **(1-8-5 hours)**
The clinical specialist role is evaluated. Role making and role negotiation are emphasized as means of utilizing feedback to validate the practice of the clinical nurse specialist.

***NSG 801. Special Topics in Adult Nursing.** **(3-4-5 hours)**
Nursing care in a selected subspecialty of the health care of adult clients is analyzed. Students will gain experience in a variety of settings with clients who are experiencing actual or potential threats to health.

Community Health Nursing

***NSG 770. Community Health Nursing: Roles and Issues.** **(3-4-5 hours)**
Prerequisite: Graduate Standing
This course is designed to provide the theoretical and experiential base of community health nursing practice. Emphasis will be on the community as the focus of practice, health promotion, and illness prevention as the goal of practice, and the emerging roles of the community health nurse.

***NSG 771. Culture and Health.** **(2-0-2 hours)**
Prerequisite: Graduate Standing
The purpose of this course is to provide the students with a basis for the application of cross-cultural concepts, theories, and methodologies to health care and nursing practice. Multicultural health beliefs and behaviors will be explored. Societal influences on health care delivery will also be addressed.

***NSG 772. The Family: Concepts, Theories and Research.** **(3-4-5 hours)**
Prerequisite: Graduate Standing
This course provides an in-depth study of research and theory relevant to family centered community nursing. Selected theories of family development, function and interaction will be analyzed and applied to the community setting. Emphasis will be on promoting health in families and on developing a theoretical base for practice with families.

***NSG 773. Epidemiology in Community Health Nursing.** **(3-0-3 hours)**
Prerequisite: NSG 784
This course provides the student with the opportunity to develop in-depth knowledge of the concepts, principles, study designs, methods and statistics of epidemiology. Focus will be on the application of this knowledge to disease prevention and health promotion in population groups, and to critical evaluation of epidemiological studies.

***NSG 774. Promotion Health Aggregates.** **(3-4-5 hours)**
Prerequisite: NSG 770
This course provides the student with the theoretical and experiential base necessary for promoting health of aggregates. Characteristics and needs of both interacting and non-interacting aggregates are analyzed. Strategies of intervention for interacting aggregates will be planned and implemented.

***NSG 776. Promoting Health in the Community I.** **(3-4-5 hours)**
Prerequisites: NSG 773 and NSG 784
This course is the first in a series of two courses which are designed to provide the student with the theoretical and experiential base necessary for assessing the health status of a community and for planning strategies to promote health in the community. Focus in this quarter will be on identifying health needs and prioritizing these needs, and preliminary planning to meet one of these health needs.

***NSG 777. Promoting Health in the Community II.** **(3-4-5 hours)**
Prerequisite: NSG 776
This course is the second in a series of two courses which are designed to provide the theoretical and experiential base necessary for promoting health in the community. Focus in this quarter will be on the process of planning, implementing, and evaluating programs/projects designed to promote health in the community. Students will actively participate in one or more phases of the planning, implementation, and evaluation process.

***NSG 728. Roles of the Mental Health-Psychiatric Clinical Specialist.** **(3-0-3 hours)**
The functional dimension of the clinical specialist role is introduced: including direct practice, interdisciplinary collaborative relationships, program planning and evaluation, continuing education, research, management, and finance. Required for students selecting the functional role of clinical specialist.

***NSG 729. Practicum: Clinical Specialization in Mental Health-Psychiatric Nursing.** **(3-8-7 hours)**
An opportunity to apply the knowledge and experience gained in preceding courses to clinical practice. The focus is on designing, implementing and evaluating the clinical specialist role in a selected setting. Required for students selecting the functional role of clinical specialist.

***NSG 788. Advanced Concepts in Child Mental Health: Prevention and Assessment.** **(2-2-3 hours)**
Theories of development are used to analyze and interpret specific behaviors of typical and atypical children and adolescents observed in a variety of out-of-home settings and in a home visit.

***NSG 789. Mental Health-Psychiatric Nursing and the Child or Adolescent Client.** (4-8-8 hours)
This course focuses on nursing approaches to therapy with children who are experiencing severe emotional disturbances. Concepts from developmental psychopathology, including specific risk factors, are explored for major developmental delays and disorders.

Nursing Administration

***NSG 765. Health Care Systems.** (5-0-5 hours)
This course will focus on the health care system which brings together the human, technological, physical, and monetary resources necessary for the provision of health care in America. The evolution of the health care system will be examined as a basis for understanding those political cues which are likely to have the most potential for altering health care delivery in the future.

***NSG 766. Administrative/Organizational Theories.** (4-3-5 hours)
Prerequisites: NSG 765 or consent of instructor
This course is designed to examine organizational and administrative theories which can be used as the basis for understanding their current and potential applications in health care systems. More specifically the student will examine ways in which the theories can be operationalized in the provision of nursing services.

***NSG 767. Health Care Policy.** (3-6-5 hours)
Prerequisites: NSG 765, NSG 766 or consent of instructor
This course focuses on the making of policy from the work environment to the national level. It examines the legal, socio-political and economic factors which influence health policy. The health policy process will be examined from the development of health policy analyses through the formulation, implementation, and evaluation of the policy. Special emphasis will be placed on incrementalism which is a policy strategy uniquely suited to the political and social nature of health care systems.

***NSG 768. Nursing Administration Practicum I.** (2-9-5 hours)
Prerequisites: NSG 765, NSG 766
This course concentrates on the roles, functions, strategies, and techniques used for leading, managing, and administrating nursing services in a variety of settings. A clinical component will be provided in which the student can examine the role of the nursing administrator as a leader for creative nursing practice, as a colleague with other health care administrators, and as a nursing spokesman when interacting with other groups who influence the operation of the health care system.

***NSG 769. Nursing Administration Practicum II.** (0-15-5 hours)
Prerequisites: NSG 768 and HS 625
This practicum will enable the student to synthesize his/her knowledge of the health care system, theories of administration and organization; nursing theories, role theory, issues, trends, financial and policy development, and research in health care systems. The student will develop beginning competencies as mid-level administrators in health care systems who serve in a boundary spanning role.

***NSG 791. Financial Management of Health Care Institutions.** (5-0-5 hours)
This course will focus on the Nursing Administrator's role in financial planning and analysis for health institutions. Special emphasis will be placed upon internal and external sources of revenue, relevant federal programs, regulations, and policies, basic concepts of financial analysis in health institutions inclusive of budgeting, generating funds, forecasting, and wage and salary administration.

Parent-Child Nursing

***NSG 750. Conceptual Basis for Parent-Child Nursing.** (5-0-5 hours)
Prerequisite or Co-requisite: NSG 780, NSG 784
This course provides the conceptual foundation for all courses in the Parent-Child Nursing major. It introduces the graduate student to conceptualization as a critical behavior of advanced nursing practice. The concepts in the course were selected to best exemplify the biophysiologic, psychosocial, and cultural forces influencing childbearing, preparation for parenting roles, and childrearing.

***NSG 751. The Childbearing Family I.** (3-4-5 hours)
Prerequisite: NSG 750
Co-requisite: NSG 780, NSG 784
This course provides the graduate student opportunity to acquire, validate, and extend knowledge through clinical practice in promoting optimal health of families in maturational crisis of childbearing. Promotion of family health through individual nursing practice and through change in the health care delivery systems is the focus. Students will test and modify through practice conceptual frameworks developed in NSG 750.

***NSG 752. The Childbearing Family II.** (3-4-5 hours)
Prerequisite: NSG 751
The purpose of this course is to advance the students' theoretical and empirical knowledge to promote optimal health of the high-risk maternal and infant clients and their families. Students will focus on situational stressors which compound maturational crises of the high-risk family.

***NSG 753. The Childrearing Family I.** (3-4-5 hours)
Prerequisite: NSG 750
Prerequisite or co-requisite: NSG 780, NSG 784
This course is designed to provide the student with the in-depth knowledge and skill requisite for the nursing of well children and their families. The focus of the course is on utilizing theories of nursing, adaptation, role and development to assist children and families to deal effectively with developmental crises.

***NSG 754. The Childrearing Family II.** (3-4-5 hours)
Prerequisite: NSG 753
This course is designed to provide the student with an in-depth knowledge of the nursing of children and their families experiencing a situational crisis. The focus of the course is on utilizing theories of nursing, development, adaptation, and empirical knowledge from the biological and behavioral sciences to assist the child and family to adapt to the presenting crisis and promote their growth as a system.

***NSG 755. Provision and Delivery of Health Care Services to Childbearing and Childrearing Families.** (4-2-5 hours)
Prerequisites: NSG 752 or NSG 754
This course focuses on the childbearing and childrearing families within the health care delivery system. Using a systems model, emphasis is placed on assessing, analyzing, and evaluating the health care system.

***NSG 759. Clinical Specialist Practicum in Maternal-Child Nursing.** (Variable credit up to 10 hours)
Prerequisites: NSG 734, NSG 752, NSG 754
This course is designed to assist the students in applying the knowledge and experience gained in preceding courses to the implementation and evaluation of a role as clinical specialist in a selected setting.

Mental Health-Psychiatric Nursing

***NSG 716. Foundations of Advanced Mental Health-Psychiatric Nursing.** (4-4-6 hours)
An eclectic orientation to mental health promotion and psychiatric nursing practice is presented. Major emphasis is on assessment of clients and considerations that are important in selecting therapeutic modalities for particular mental health and psychiatric problems. Psychotherapies, pharmacotherapies, and somatic therapies are studied as options in contemporary practice.

***NSG 717. Group Dynamics.** (2-2-3 hours)
Peer group processes are explored with special emphasis on the group as a social system, the responsibilities of group participants, collaboration in determing group goals, and the identification of factors that influence group development.

***NSG 718. Mental Health-Psychiatric Nursing and the Individual Client.** (3-10-8 hours)
A critical examination of individual psychopathology and therapeutic approaches from psychodynamic, developmental, systems, behavioral, and biological perspectives. The student selects, analyzes, implements, and evaluates a theoretical model of mental health-psychiatric nursing practice in the clinical setting with individual clients. Therapeutic interventions to meet mental health needs of individual clients are selected using decision-making principles.

***NSG 719. Group and Family Approaches in Mental Health-Psychiatric Nursing.** (4-12-10 hours
Theoretical and clinical skills are presented as the basis for mental health-psychiatric nursing practice as a group therapist and family therapist. Theories of group therapy are analyzed and applied with strong emphasis on group dynamics, group roles, and therapeutic techniques. Theories of family development, structure, and function are studies and major theoretical models of family therapy are analyzed and applied to clinical practice with families.

***NSG 726. Consultation and Liaison in Mental Health-Psychiatric Nursing.** (3-4-5 hours)
The responsibilites and functions of a consultant, stages in the consulting process, the consultant as an advocate, change agent, or client-centered helper, and ethical considerations in the consulting relationship are studied as they relate to advanced practice in mental health-psychiatric nursing.

***NSG 827. Special Topics in Mental Health-Psychiatric Nursing.** (1-8-5 hours)
An in-depth study and clinical practice in a selected setting with a specific client population is provided. Students choose their experiences and direct their learning process.

Courses Required of All Graduate Nursing Students

***NSG 780. Nursing Theory.** (3-0-3 hours)
This course deals with the basis of theory construction and the role that theory plays in providing the scientific basis for the practice of nursing. A critique of prototype theories and nursing theories is made with particular emphasis upon their adequacy for application to nursing practice.

***NSG 781. Professional Issues.** (2-0-2 hours)
This course involves the analysis of professional issues, programs, and strategies proposed to foster the development of the nursing profession. Philosophical, ethical, educational, and pragmatic aspects of nursing are considered.

***NSG 782. Role Theory.** (3-0-3 hours)
Several theories underlying the construction and definition of roles in society are examined. Professional roles and their interrelationship within a systems perspective are considered. Symbolic interaction, role strategies, and change theories are analyzed for their usefulness in classifying a role.

***NSG 784. Methods of Nursing Research.** (3-0-3 hours)
Prerequisites: NSG 780 and Basic Statistics
This course involves the systematic examination of the research process and methodologies appropriate to nursing. Emphasis is placed upon the interrelationship among the components of the research process: statement of the problem, conceptual framework, methodology, and data analysis.

***NSG 785. Advanced Methods in Nursing Research.** **(3-0-3 hours)**
Prerequisites: NSG 780 and NSG 784

This course builds on the knowledge acquired in NSG 784, Methods of Nursing Research. Emphasis is placed upon: the relationship between the problem statements and the appropriate statistical models, the use of the computer for data analysis, and instrument construction.

***NSG 921. Investigative Project.** **(Variable credit up to 5 hours)**
Prerequisite: Admission to Candidacy

This original investigative project is a systematic inquiry and examination of an issue related to the practice of nursing. With permission of the Advisory Committee, the final product may be reported in a non-traditional format if it is determined that such a format will make the report of findings more valuable.

***NSG 930. Research - Thesis.** **(Variable credit up to 7 hours)**
Prerequisite: Admission to Candidacy

The entire research process is utilized to investigate a research question including a theoretical or conceptual framework and data collection. A standard written format for reporting of finding is followed.

Nursing Electives

***NSG 910. Independent Study.** **(Variable Credit)**

Enables the student to pursue in depth (e.g. via the literature) a topic relevant to his or her major area of concentration and interest. A paper or project is completed in a scholarly format.

Courses Required for the Role Development Sequence in Teaching

***EDU 700. Curriculum and Instruction in Higher Education.** **(5-0-5 hours)**
(See General Programs Section)

***EDU 701. Methods of Evaluation in Higher Education.** **(5-0-5 hours)**
(See General Programs Section)

***NSG 736. Teaching Strategies.** **(3-4-5 hours)**
Prerequisites: EDU 700, EDU 701 and Departmental Requirements

This course is designed to assist the student in synthesizing a philosophy of teaching/learning, implemented by the use of selected teaching strategies in a variety of settings. The course facilitates the student's exploration of the role of the nurse educator. The supervised teaching experiences, and integral part of the course, are selected to achieve the student's learning goals.

Courses Required for the Role Development Sequence in Clinical Specialization

Adult Nursing

***NSG 711, NSG 712, and NSG 714. Mental Health-Psychiatric Nursing.**

***NSG 728 and NSG 729. Parent-Child Nursing.**

***NSG 759.**

Courses Required for the Role Development Sequence in Nursing Administration

***NSG 765. Health Care Systems.** **(5-0-5 hours)**

***NSG 766. Administrative/Organizational Theories.** **(4-3-5 hours)**

***NSG 768. Nursing Administration Practicum I.** **(2-9-5 hours)**

Occupational Therapy

N. Prendergast, Chairman; V. Allen; K. Bradley; C. Endebrock; K. Evans; N. Moulin.

***OTH 706. Special Studies in Health Care.** **(3 to 5 hours)**

Individual investigation into current and proposed occupational therapy approaches to comprehensive health care. Studies of current and potential roles for the occupational therapist. Includes practical experiences into the broader health care community.

***OTH 708. Special Studies in Advanced Treatment Approaches.** **(3 to 5 hours)**

Individual investigation into new and/or specialized treatment for individuals with physical or psychosocial dysfunction. Includes practical experiences in utilizing these treatment approaches. Credits awarded will be determined on the basis of extent and type of study proposed.

***OTH 710. Philosophy/Foundations of Occupational Therapy.** **(5-0-5 hours)**
An articulation of the philosophy of occupational therapy through study of historical developments and critical review of professional literature. Students will be actively involved in examination, analysis and documentation of the relationship of the activity process to philosophical, ethical and theoretical propositions.

***OTH 711. Theoretical Bases and Application I.** **(5-0-5 hours)**
Prerequisites: Philosophy/Foundations or permission of the instructor.

Students will investigate the approaches in OT that have theoretical bases in learning, personality, role and development theories. Application of these approaches to the use of activities in human occupation will be explored in relation to those problems with behavioral manifestations.

***OTH 712. Theoretical Bases and Application II.** **(5-0-5 hours)**
Prerequisites: Philosophy/Foundation or permission of the instructor.

Students will investigate the theoretical bases to sensorimotor, biomechanical and skill acquisition (rehabilitative) approaches in occupational therapy. Application of these approaches will be explored in relation to the structuring of activities in human occupation.

***OTH 713. Program Development.** **(5-0-5 hours)**
Students will apply standards and principles of program development and evaluation to construction and evaluation of selected components of clinical programs, clinical education programs and academic educational programs and will discuss decision making implications of legal and ethical issues.

***OTH 920. Applied Project in Occupational Therapy.** **(Credit to be arranged)**
Independent development of a project in occupational therapy practice or education through the application of the problem-solving process.

***OTH 921. Investigation of a Problem.** **(Credit to be arranged)**
Designed to give the student an opportunity to investigate a topic of particular interest to the individual student's area of study. The topic, activities to be undertaken, and evaluation methods will be determined collaboratively by the student, major advisor and tutorial faculty member, major advisor.

***OTH 930. Thesis in Occupation Therapy.** **(Credit to be arranged)**
Application of the formal research process in conducting a study in the area of occupational therapy theory, practice of education.

Oral Biology

T. Dirksen, Chairman; J. Boshell; S. Bustos-Valdes; A. Ciarlone; J. Erbland; B. Fry; L. Gangarosa; W. Karp; S. Kolas; R. McKinney; D. Pashley; G. Schuster; M. Sharawy; B. Singh; J. Weatherred; G. Whitford.

***OBIO 722. General Pathology I.**
(SEE PATH 522, School of Dentistry)
(4-2-5 hours)

***OBIO 723. Oral Pathology I.**
(SEE PATH 523, School of Dentistry)
(4-0-4 hours)

***OBIO 731. Oral Pathology II.**
(SEE PATH 532, School of Dentistry)
(3-0-3 hours)

***OBIO 732. Systematic Pathology.**
(SEE PATH 532, School of Dentistry) **(3-1-3 hours)**

***OBIO 811. Head and Neck Anatomy.** **(2-0-2 hours)**
An advanced course in applied anatomy of the head and neck region.

***OBIO 822. Oral Biochemistry.** **(2-0-2 hours)**
Biochemical topics of outstanding interest for graduate and post-graduate students are presented in this course. Topics include: Connective Tissue Proteins, Cell Membranes, Hemostatic Mechanisms, Influence of the Diet in Oral Tissues and Bone Metabolism.

***OBIO 822. Oral Biochemistry.** **(2-0-2 hours)**
Biochemical topics of outstanding dental interest for graduate and post-graduate students are presented in this course. Lectures include: Connective Tissue Proteins, Cell Membranes, Hemostatic Mechanisms, Influence of the Diet in Oral Tissues and Bone Metabolism.

***OBIO 833. Physiology of the Stomatognathic System.** **(2-0-2 hours)**
A guided survey of the physiology of the stomatognathic system.

***OBIO 841. Microbiological and Immunological Aspects of Oral Disease.** **(2-0-2 hours)**
An advanced course on oral microbiology, infection and resistance, and oral diseases of microbial origin.

***OBIO 852. Molecular Pathology.** **(2-0-2 hours)**
Concepts of disease at the cellular and subcellular levels.

***OBIO 854, 855. Advanced Oral Pathology I & II.** (2-0-2 hours each)
Prerequisites: Basic course in Pathology

Advanced studies on the causes and mechanisms of oral diseases. Lectures and clinico-pathological conferences are employed. OBIO 854 given in the Fall Quarter of even numbered years and OBIO 855 in Fall Quarter of odd numbered years. Courses may be taken in any sequence.

***OBIO 856, 857, 858, 859. Special Topics in Oral Pathology.** (1-0-1 hours each)

An in-depth study of surgical pathology case material utilizing a clinico-pathological conference format. The content of these courses varies substantially from year to year. Therefore, it is possible that the courses(s) can be taken more than once for credit.

***OBIO 863. Dental Pharamacology.** (2-0-2 hours)

Advanced pharmacology of interest to clinical and investigative dentistry.

***OBIO 901, 902, 903. Graduate Oral Biology Seminars.** (1-0-1 hours each)

These seminars will include advanced topics of interest to dentistry and will be presented by both graduate students and faculty. An in-depth coverage of the literature is expected for each presentation.

OBIO 921. Investigation of a Problem. (Credit to be arranged)

***OBIO 930. Research.**
(For Dissertation or Thesis)
(Credit to be arranged)

Pharmacology & Toxicology

L. Greenbaum, Chairperson; R. Aronstam; J. Buccafusco; A. Carr; G. Carrier; J. Catravas; A. Ciarlone; B. Fry; L. Gangarosa; W. Geber; B. Goldstein; A. Karow; J. Kling; J. Sutherland.

***PHM 801. Molecular Pharmacology.** (3-0-3 hours)
Prerequisites: PHM 810-811 or consent of instructor

Mechanism of achieving biological effect through the chemical interaction of a drug with a biological receptor.

***PHM 802. Methods in Pharmacological Research.** (0-3-1 hours)

Techniques employed in pharmacological investigations. Techniques may be varied each time this course is presented.

***PHM 803. Neuropharmacology.** (3-0-3 hours)
Prerequisites: PHM 810-811 or consent of instructor

Selected topics related to the action of chemical agents on the nervous system.

***PHM 804. Advanced Pharmacological Sciences.** (2-0-2 hours)
Prerequisites: PHM 810-811

Current concepts and trends in pharmacological research. Several major topics will usually be presented. These topics may be varied each time this course is presented.

***PHM 805. Mechanisms of Drug Toxicity.** (3-0-3 hours)
Prerequisites: PHM 810-811 or consent of instructor

A study of the adverse effects of drugs on organ systems and metabolic pathways.

***PHM 806. Scientific Communication.** (2-0-2 hours)
Prerequisite:two years of graduate study

Techniques for writing an abstract, a paper, a grant and a curriculum vitae; preparing an oral presentation (paper, lecture, seminar); and delivering an oral presentation.

***PHM 807. Pharmacokinetics.** (3-0-3 hours)
Prerequisites: PHM 810-811 or consent of instructor

Mathematical analysis of chemical kinetics, enzyme kinetics, diffusion; and compartmental analysis of pharmacokinetics of absorption, distribution and excretion.

***PHM 808. Autonomic Pharmacology.** (3-0-3 hours)
Prerequisites: PHM 810-811 or consent of instructor

A study of neurohumoral transmission, adrenergic and cholinergic agonists and antagonists, and mechanisms of action of drugs affecting the peripheral motor nervous system.

***PHM 809. Cardiovascular Pharmacology.** (3-0-3 hours)
Prerequisites: PHM 810-811 or consent of instructor

Evaluation of the action of drugs on the heart and blood vessels.

***PHM 810. Survey of Pharmacological Sciences I.** (5-0-5 hours)

***PHM 811. Survey of Pharmacological Sciences II.** (5-0-5 hours)
Prerequisites: CMB 814-815 and PHY 701-702; or consent of instructor

A survey course of the general principles (drug-receptor interaction, biotransformation, excretion, chemotherapy) and systematic pharmacology (effects of drugs on central systems, gastrointestinal system, endocrine and reproductive systems, and blood).

***PHM 812. Pharmacologically Active Peptides.** (3-0-3 hours)
Prerequisites: PHM 810-811 or consent of instructor

Effects of endogenous peptides on cellular and systemic activity.

***PHM 813. Cryopharmacology.** (2-0-2 hours)
Prerequisite: Consent of instructor

The biophysics of freezing injury and the use of cryoprotective drugs.

***PHM 814. Drug Induced Teratogenesis. (3-0-3 hours)**
Prerequisite: Consent of instructor
Consideration of theories of drug induction on congential malformation in the mammalian fetus. Experimental methods of evaluating drug teratogenesis will be studied.

***PHM 815. Basic Principles of Pharmacology and Toxicology. (3-0-3 hours)**
This course will examine basic principles of pharmacology and toxicology including dose-response, relationships, absorption, distribution, biotransformation, and elimination of toxic agents.

***PHM 816. Advanced Toxicology. (2-0-2 hours)**
Prerequisite: Biochemistry 745, Physiology 701 & 702, Basic Principles in Toxicology, Histology 813, or permission of the instructor.

***PHM 901, 902, 903. Seminar in Pharmacology. (1 hour each)**

***PHM 921. Investigation of a Problem. (Credit to be arranged)**

***PHM 930. Research. (Credit to be arranged) (For Dissertation or Thesis)**

Physical Therapy

J. Henry, Chairperson; B. May.

***PTH 911, 912. Advanced Therapeutic Processes, I, II. (5 hours/quarter)**
Each student will select an area of specialization in physical therapy practice from the following: musculoskeletal; neuro-physiological; general. The purpose of this course is to provide the student with the opportunity to gain advance knowledge of theories of practice related to the specialty area and advanced competence in the management of individuals within the specialty area. Learning experiences will be individually designed to provide the student with the opportunity to study new or specialized assessment and treatment procedures.

***PTH 820. Advanced Analysis of Musculoskeletal Function. (2-6-5 hours)**
The study of the major concepts, skills and techniques involved in the analysis of musculoskeletal performance. In-depth study of selected anatomical structures and related biomechanical and kinesiological concepts.

***PTH 830. Clincial Research Techniques. (2-2-3 hours)**
Prerequisite: EDU 702 or equivalent
A practical approach to research techniques required to perform clinical research including: formulation, application and analysis of specific research designs; computerized statistical analysis of data from specific research designs; analysis of descriptive characteristics of populations, samples and sampling distributions; basic probability appropriate for clinical predictions; and laboratory projects emphasizing sample analysis, study designs and computerized data analysis.

***PTH 840. Designing Clinical Education Experiences. (5-0-5 hours)**
Prerequisites/Corequisites: EDU 700, 701
The student will be exposed to all aspects of clinical education, including but not limited to: theoretical consideration, practical considerations, plan and design of effective experiences, implementation and evaluation of clinical learning experiences.

***PTH 841. Curriculum Design in Physical Therapy. (5-0-5 hours)**
Prerequisite: EDU 700
A review of curriculum designs in physical therapy education with special emphasis on competency-based education. Relation of theories of curriculum design to physical therapy and physical therapist assistant education.

***PTH 910. Independent Study. (2 to 6 hours)**
Individually designed work in some area of physical therapy or health care of special interest to the student. Study may be in areas related to practice, administration or education.

***PTH 921. Investigation of a Problem. (4 to 6 hours)**
Prerequisites/Corequisites: PTH 800, 801
Investigation of a special problem related to physical therapy clinical practice, management, education or professional practice.

***PTH 931. Special Studies in Patient Management. (2 to 6 hours)**
Prerequisites/Corequisites: PTH 800, 801
Individual investigation into new or specialized patient management processes related to any area of specialization. This course is designed to give the student an opportunity to investigate special areas of patient management other than the areas specified in the specialty area.

Physiology

R. Little, Chairman; G. Bond; G. Doetsch; I. Ehrhart; J. Ginsburg; R. Godt; K. Green; C. Hendrich; W. Hofman; W. F. Jackson; W. J. Jackson; T. Nosek; T. Ogle; D. Pashley; S. Porterfield; S. Reichard; D. Stoney; C. Watkins; J. Weatherred; G. Whitford; T. Wiedmeier.

***PHY 701. Survey of Physiology I. (6-1-6 hours) (Winter)**

***PHY 702. Survey of Physiology II. (8-2-9 hours) (Spring)**
Prerequisites: Inorganic and organic chemistry, physics, and one year of biological sciences or equivalent or permission of Department Chairman.

A two-quarter sequence presenting an intensive treatment of mammalian organ systems: the cell, electrophysiology, peripheral nerve and reflexes, muscle, cardiovascular, respiration, body fluids and kidney, gastrointestinal and endocrine physiology.

***PHY 703. Survey of Nuerophysiology. (4-1-4 hours) (Spring)**
Prerequisite: PHY 701 and/or permission of Course Director. Concurrent enrollment in ANM 703 is ordinarily required.

Peripheral and central nervous system physiology including special senses.

***PHY 802. Cardiodynamics. (3-0-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

Physiology of the heart, including structure, development, action as muscle, and dynamics of its pumping action.

***PHY 803. Peripheral Circulation. (3-0-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

A study of the architecture and hemodynamics of peripheral vasculature.

***PHY 804. Muscle Physiology. (3-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of instructor

Excitation contraction coupling, Contractile proteins and chemistry of contraction. Theory of contraction of skeletal, heart and smooth muscle.

***PHY 805. Blood Flow Regulation. (3-0-3 hours)**
Prerequisites: PHY 701, 702 and/or permission of the instructor

A study of the determinants affecting cardiac output and peripheral flow, with consideration of the techniques of measuring the flow.

***PHY 806. Respiration. (3-0-3 hours)**
Prerequisites: PHY 701, 702 and/or permission of the instructor

A study of the mechanics and the control of respiration including consideration of experimental measurement.

***PHY 807. Body Fluid Regulation. (3-0-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

A study of current concepts of regulation of body fluid volume and composition. Laboratory experiences in measurement of renal function and body fluid volumes will provide data to be interpreted in the light of current and classical literature.

***PHY 809. Membrane Transport and Permeability. (3-0-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

A study of the fundamental aspects of membrane permeability including membrane structure, electrostatic charge, permeability, irreversible thermodynamics and chemistry of transport. Various aspects of membrane transport are presented with a discussion of co-transport and carrier system.

***PHY 813. Electrophysiology. (3-0-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

Theoretical basis of electrophysiological phenomena; recording apparatus and technique, and the electrophysiology of cell tissues and excitable structures.

***PHY 815. Radioisotopes in Biological Research. (3-0-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

The theory, utility and methodology for the use of radioisotopes in biological research.

***PHY 816. Motor Systems. (3-0-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

Survey of neurophysiological mechanisms which underlie cerebral, cerebellar and basal ganglia control of voluntary movement.

***PHY 820. Radiobiology. (3-0-3 hours)**
Prerequisites: PHT 701, 702, 703 and/or permission of the instructor

Cellular and physiological effects of ionizing radiation.

***PHY 821. Sensory Systems. (3-0-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

A guided survey of the basic principles of functional organization of the somatic and special sensory systems. Emphasis on coding and synaptic processing of sensory information.

***PHY 822. Biological Substrates of Learning and Motivation. (3-0-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

A survey of the electrophysiological, neuroanatomical and biochemical correlates of learning and motivation. Included will be an assessment of techniques used in this area of study.

***PHY 824. Physiology of Thyroid and Parathyroid Hormone. (3-0-3 hours)**
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

Control of secretion, synthesis and metabolism of thyroid hormones along with present concepts of general metabolic functions of thyroid hormones. The latter half of the course will involve a study of the control of secretion of thyrocalcitonin and parathyroid hormones and how these two hormones interact as regulators of plasma and tissue levels of calcium, magnesium and phosphorus.

***PHY 825. Electronics as Applied to Medicine.** (2-2-3 hours)
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

A study of electronic methods currently employed in Physiology. After completing lecture and laboratory work on basic concepts in electronic technology the student will elect further experience in two or more of the following options: electronics for cardiovascular studies; digital electronics; electrophysiology; laboratory computers.

***PHY 826. Fetal Physiology.** (3-0-3 hours)
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

This course covers those aspects of late-fetal physiology which are unique to this period of development. The fetal cardiovascular, renal, respiratory and endocrine systems as well as intermediary metabolism will be studied with the emphasis being placed on the last two topics.

***PHY 899. Special Topic Seminar Courses in Physiology.** (Credit to be arranged)
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

Special topic courses taught as seminars in the areas of cardiovascular, renal, respiratory, muscle, neuro and endocrine physiology.

***PHY 901, 902, 903. Seminar in Physiology.** (1-0-1 hours)
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

***PHY 921. Investigation of a Problem.** (Credit to be arranged)
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

***PHY 930. Research.** (Credit to be arranged)
(For Dissertation or Thesis)
Prerequisites: PHY 701, 702, 703 and/or permission of the instructor

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Other Approved Courses

The courses listed below have been approved for credit toward a Graduate Studies degree, but course descriptions are listed under their offering department or school, as indicated:

General Programs Courses:

***EDU 605. Sociology of Health Care.** (5-0-5 hours)

***EDU 700. Curriculum and Instruction in Higher Education.** (5-0-5 hours)

***EDU 701. Methods of Evaluation in Higher Education.** (5-0-5 hours)

***EDU 702. Methods of Research.** (5-0-5 hours)

***EDU 703. Teaching Practicum.** (1-8-5 hours)

***EDU 705. The Adult as a Learner.** (5-0-5 hours)

***EDU 706. Instructional Processes.** (3-4-5 hours)

***EDU 940. The Management of Learning.** (3-2-4 hours)

***HC 764. Survey of Learning Resources.** (1-4-3 hours)

***HC 801. Advanced Instructional Media.** (5-0-5 hours)

***HLR 601. Health Library Resources.** (2-0-2 hours)

***HS 630. Introduction to Biomedical Computing.** (3-4-5 hours)

***HS 631. Advanced Techniques in Biomedical Computing I.** (3-0-3 hours)

***HS 632. Advanced Techniques in Biomedical Computing II.** (3-0-3 hours)

***HS 635. Computers in Education.** (3-4-5 hours)

***HS 850. Biometry: Introductory Research Statistics.** (4-2-5 hours)

***HS 851. Biometry: Advanced Research Statistics I.** (3-0-3 hours)

***HS 852. Biometry: Advanced Research Statistics II.** (3-0-3 hours)

***HS 860. Application of Control Theory to Physiological Systems.** (3-0-3 hours)

***HS 861. Electronics as Applied to Medicine.** (2-2-3 hours)

*School of Nursing Course:

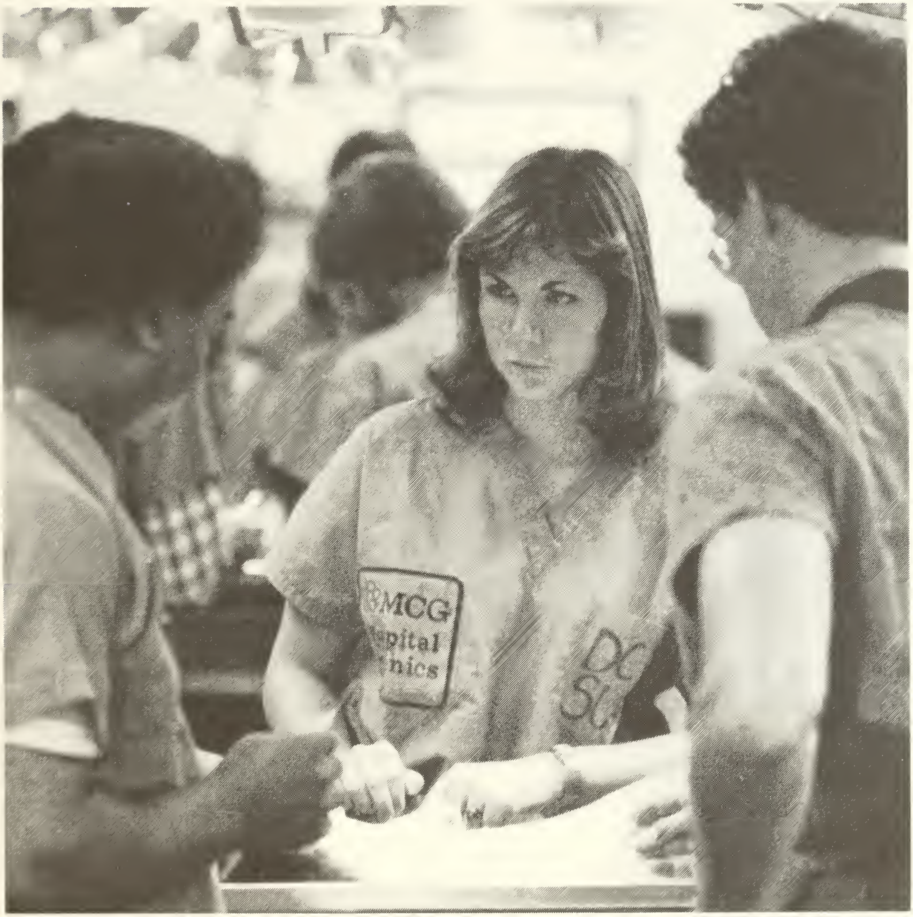
***EDU 621. Group Dynamics.** (2-6-5 hours)

School of Dentistry Courses:

***CMD 805. Dental Health Delivery in a Changing Society.** (4-2-5 hours)

***PER 807. Advanced Periodontics for Dental Hygienists.** (5 hours)

MEDICINE


MCG
Hospital
Clinics

Dean — Dr. Norman Bass
Associate Dean for Curriculum — Dr. Terrence Kuske
Associate Dean for Students — Dr. Margaret DeVore

School of Medicine Calendar

Fall Quarter 1985	**Phase I**	**Phase II**
Orientation and registration	August 29-30	September 3
Labor Day	September 2	September 2
Classes begin	September 3	September 3
Fall quarter ends	November 20	November 20
	(12 weeks)	(12 weeks)
Winter Quarter 1985-86		
Classes begin	November 25	November 25
Thanksgiving holidays	November 28-December 1	November 28-Decemb
Classes resume	December 2	December 2
Christmas holidays	December 21-January 5	December 21-January
Classes resume	January 6	January 6
Martin Luther King, Jr. holiday	January 20	January 20
Winter quarter ends	February 26	February 26
	(12 weeks)	(12 weeks)
Spring Quarter 1986		
Classes begin	March 3	March 3
Spring vacation	April 5-13	April 5-13
Classes resume	April 14	April 14
Spring quarter ends	May 28	May 21
	(12 weeks)	(11 weeks)
Fall Quarter 1986		
Orientation and registration	August 28-29	September 2
Labor Day	September 1	September 1
Classes begin	September 2	September 2
Fall quarter ends	November 19	November 19
	(12 weeks)	(12 weeks)
Winter Quarter 1986-87		
Classes begin	November 24	November 24
Thanksgiving holidays	November 27-30	Nobember 27-30
Classes resume	December 1	December 1
Christmas holidays	December 20-January 4	December 20-January
Classes resume	January 5	January 5
Martin Luther King, Jr., holiday	January 19	January 19
Classes end	February 25	February 25
	(12 weeks)	(12 weeks)
Spring Quarter 1987		
Classes resume	March 2	March 2
Spring vacation	April 4-12	April 4-12
Classes resume	April 13	April 13
Classes end	May 27	May 20
	(12 weeks)	(11 weeks)

Rotation Schedule For 1985-1986

	Begins	Ends	Weeks
June Rotation (Seniors)	June 10	July 7	4
June Rotation (Juniors)	June 13*	July 7	4

*Junior Students take National Boards on June 11-12, 1985 prior to beginning their first Junior Core Rotation.

Independence Day Holiday for All Students: July 4, 1985

July Rotation	July 8	August 4	4
August Rotation	August 5	September 1	4

Labor Day Holiday for All Students: September 2, 1985

September Rotation	September 3	September 29	4
October Rotation	September 30	October 27	4
November Rotation	October 28	November 24	4
December Rotation	November 25	November 27	1
	and		
	December 2	December 20	3

Thanksgiving holidays for all students:
November 28 - December 1, 1985 (Thursday - Sunday)

Christmas holidays for all students:
December 21, 1985 - January 5, 1986 (Saturday-Sunday)

January Rotation	January 6	February 2	4

Martin Luther King, Jr., holiday for all students: January 20, 1986

February Rotation	February 3	March 2	4
March Rotation	March 3	March 30	4
April Rotation	March 31	April 6	1
	and		
	April 14	May 4	3

Spring holidays for all students: April 7-13, 1986

May Rotation	May 5	June 1	4
Graduation: June 7, 1986			
*PART I National Board exams (for Juniors) are given:		June 11-12, 1985 September 4-5, 1985	
PART II National Board exams (for Seniors) are given:		September 18-19, 1985 April 1-2, 1986	

Rotation Schedule for 1986-1987

	Begins	Ends	Weeks
June Rotation (Seniors)	June 9	July 6	4
June Rotation (Juniors)	June 12*	July 6	4

*Junior students take National Boards on June 10-11, 1986 prior to beginning their first Junior Core Rotation.

Independence Day holiday for all students: July 4, 1986

July Rotation	July 7	August 3	4
August Rotation	August 4	August 31	4

Labor Day holiday for all students: September 1, 1986

September Rotation	September 2	September 28	4
October Rotation	September 29	October 26	4
November Rotation	October 27	November 23	4
December Rotation	November 24	November 26	1
	and		
	December 1	December 19	3

Thanksgiving holidays for all students: November 27-30, 1986

Christmas holidays for all students: December 20, 1986 - January 4, 1987

January Rotation	January 5	February 1	4

Martin Luther King, Jr., holiday for all students: January 19, 1987

February Rotation	February 2	March 1	4
March Rotation	March 2	March 29	4
April Rotation	March 30	April 5	1
	and		
	April 13	May 3	3

Spring holidays for all students: April 6-12, 1987

May Rotation	May 4	May 31	4

Graduation: June 6, 1987

*PART I National Board exams (for Juniors) are given:	June 10-11, 1986 September 3-4, 1986
PART II National Board exams (for Seniors) are given:	September 23-24, 1986 April 7-8, 1987

School of Medicine

The physician occupies a vital and honored position in today's increasingly sophisticated and complex society. Successful completion of requirements in the School of Medicine leads to the M.D. degree and a career dedicated to the maintenance of health and the alleviation and cure of disease. Opportunities include clinical practice, teaching and work in research.

Accreditation

The School of Medicine is accredited by the Association of American Medical Colleges in conjunction with the American Medical Association.

Admission Requirements

Policy

Admission policies established by the Board of Regents of the University system of Georgia are the responsibility of the Admission Committee, with consideration for the special requirements of the medical curriculum. The committee is responsible for recommending to the Dean the acceptance of all students entering the first-, second- or third-year classes. Admission with advance standing to the fourth-year class is not ordinarily possible.

The Admissions Committee selects those applicants who are more likely in its opinion to make the best students and physicians. Consideration is given to the totality of all credentials, including (1) the demonstrated level and pattern of academic ability and achievement, (2) scores on the new Medical College Admissions Test, (3) evaluations supplied by premedical advisors or advisory committees, and (4) assessment by means of two personal references and interviews with Medical College personnel of the less tangible qualities of personality, character, maturity, emotional fitness, motivation, and potential for meeting Georgia's health care needs. Each student is considered on the basis of his individual qualifications without regard to race, sex, creed, or national origin.

Only a very limited number of positions are available for out-of-state applicants; therefore, in order to be given serious consideration, non-residents must present superior qualifications and preference is given to those who have a significant Georgia connection.

Academic Requirements

At least three years of work in an accredited college or university.

The minimum requirement is 90 semester hours or 135 quarter hours. The three-year college course, in both quality and quantity, must be acceptable as the equivalent of the first three years leading to the degree of Bachelor of Science in Arts in an approved college of arts and sciences. Preference is given to applicants who will have completed their baccalaureate degree.

An applicant may major in the discipline of his choice; however, he must complete the following:

Biology

One academic year of general biology or zoology (with laboratory).

Chemistry

(a) One academic year of general inorganic chemistry (with laboratory). Inclusion of quantitative chemistry is recommended.

(b) One academic year of advanced chemistry, two quarters or one semester of which must be organic chemistry with laboratory. The other quarter or semester may be fulfilled by any advanced chemistry course (laboratory not necessary).

Physics

the number of academic terms of physics (with laboratory) necessary to cover mechanics, heat, light, sound, electricity and magnetism.

English

One academic year of English or whatever portion of the academic year is required for the baccalaureate degree in an accredited college or university.

Note: One academic year equals three quarters, two semesters, or one semester and two quarters.

Premedical Electives

An understanding of man, contributory to the wise and solid practice of medicine, can be derived from many disciplines. Students are encouraged to pursue in-depth study in disciplines which are of real interest to them, in addition to the required courses. The selection of the areas for in-depth study is not of primary concern to the committee; many students select natural science as a primary emphasis and others select physical sciences or the humanities. Elective courses may be used to broaden the background of students applying to medical school.

Medical College Admission Test (MCAT)

Every applicant must take the Medical College Admission Test, preferably in the spring preceding the submission of his application but no later than the fall. The test is given twice yearly at most senior colleges. Beginning with the fall of 1978, all applicants must take the new MCAT. Information concerning it may be obtained from the premedical advisor or from the Medical College Admission Test, The American College Testing Program, P.O. Box 168, Iowa City, Iowa 52240.

Personal Interviews

Interviews with members of the Medical College faculty are held by invitation of the Admissions Committee. Such interviews are ordinarily required prior to acceptance.

References

An evaluation of the applicant is required from two persons, one of whom should be an individual active in one of the health professions.

In addition, an evaluation from the applicant's premedical advisor is required. Recommendations from other sources are discouraged.

Technical Standards for Admission

Qualification for admission to, and graduation from, the Medical College of Georgia School of Medicine requires satisfaction of the following technical standards:

1. sufficient **intellectual capacity** to fulfill the curricular requirements of the various basic medical science and clinical science departments.
2. ability to effect **multi-modal communication** with patients, colleagues, instructors and other members of the health care community.
3. **physical ability** to learn and implement the various technical skills required by the faculty to facilitate preparation for the independent practice of medicine.
4. sufficient **emotional stability** to withstand the stress, uncertainties and changing circumstances that characterize the practice of medicine.

Detailed technical standards have been developed by the School of Medicine for use in evaluation of prospective students. These standards are admission guidelines and are subject to continuing revision and improvement.

Application Procedures

The School of Medicine participates in the American Medical College Application Service (AMCAS), which means that application forms are issued by AMCAS upon receipt of an application request card from the applicant. The request cards can be obtained from the Office of Student Affairs, Medical College of Georgia, or from premedical advisors on most college campuses. The MCG deadline for filing applications (postmarked) with AMCAS for the entering class of September is the previous December. Early application is urged by the Admissions Committee. No application fee in addition to the AMCAS fee is required.

Admission with Advanced Standing

Applicants in good standing in accredited two- or four-year medical schools will be considered for admission to the appropriate advanced level of the curriculum when student space permits. The School of Medicine also participates in COTRANS on a space available basis. Admission with advanced standing to the fourth-year is ordinarily not possible. Details should be obtained from the Office of the Associate Dean for Admissions, School of Medicine.

Financial Aid

An application form on which to apply for any assistance program administered by the college may be secured by writing the college's Financial Aid Office.

Curriculum

During the first year (Phase I) the students study the structure and function of the human body through courses in anatomy, histology, embryology, biochemistry, neurosciences, and physiology. Courses in humanities and behavioral sciences relate to the social, ethical and behavioral aspects of the individual. Microbiology is also included in the first year curriculum. Contact with patients begins with physical diagnosis during the winter quarter of the first year.

The second year (Phase II) points toward clinical medicine with courses in pathology, pharmacology, genetics, community medicine, psychiatry, radiology and laboratory medicine. Lectures in the "clinical sciences" provide the didactic basis for the major clinical blocks during the clinical years. Courses in ophthalmology, endocrinology, and pharmacology are also given during the spring quarter. Interdepartmental cooperation and clinical relevance are stressed throughout the first two years.

In addition to the "core curriculum," two afternoons a week are assigned for electives during the first year.

During Phase III of the curriculum, the student is required to take 76 weeks of clerkships including seven basic clerkships. The Department of Medicine is responsible for the 12 week medicine clerkship. The ten-week surgical clerkship consists of six weeks in general surgery and four weeks in a surgical subspecialty area. In addition, a six-week clerkship is taught by the department of Obstetrics and Gynecology, a six-week clerkship by Pediatrics, a six-week clerkship by the Department of Psychiatry, and a four-week clerkship by Family Medicine. The Departments of Neurology and Neurosurgery are responsible for a four-week clerkship.

The balance of the third and fourth years is filled by elective courses which can be advanced in the various clinical departments, including medicine, surgery, obstetrics and gynecology, psychiatry, neurology, pediatrics, dermatology, radiology, anesthesiology, opthalmology and family practice, as well as electives in basic sciences. Research electives are available. Electives may also be taken in other institutions and community hospitals upon approval by the appropriate department of the School of Medicine and the faculty Curriculum Committee.

The biological sciences and clinical sciences are taught by various departments of the School of Medicine.

Close affiliation agreements have been developed with major community hospitals in the state of Georgia. Part of the clinical core curriculum may be taken at one of these hospitals.

Phase I

First Quarter (12 weeks)		**Credit Hours**
CMB 550	Biochemistry	9
ANM 552	Embryology	3
ANM 550	Gross Anatomy	6
ANM 553	Histology	6

Second Quarter (12 weeks)		
ITD 560	Approach to Physical Diagnosis	3
ANM 550	Gross Anatomy	6
CHM 570	Microbiology	7
PHY 550	Physiology	8
HUM 550	Medical Humanities	2
PSY 550	Behavioral Sciences	2

Third Quarter (12 weeks)		
CMB 570	Microbiology	7
ITD 550	Neurosciences I	10
PHY 550	Physiology	8

Phase II

First Quarter (12 weeks)		
ITD 540	Introduction to Clinical Medicine	4
PTH 550	Pathology	8
PSY 560	Psychiatry	5
ITD 580	Genetics	2
FMP 550	Community Medicine	2
FMP 555	Problem Solving	2

Second Quarter (12 weeks)		
ITD 575	Infectious Diseases	3
ITD 540	Introduction to Clinical Medicine	4
PTH 550	Pathology	9
PHM 551	Pharmacology	4
ANS 550	Anesthesiology	1

Third Quarter (11 weeks)		
ITD 520	Endocrinology	6
ITD 565	National Board Review	4
OPH 550	Ophthalmology	1
PHM 553	Pharmacology	7
ITD 570	Physical Diagnosis	3

Requirements for Phase III

A. General Requirements
   1. The minimun requirement in Phase III for graduation from the School of Medicine, Medical College of Georgia, is the satisfactory completion of 18 months' work. Students are encouraged to pursue courses of study in excess of the minimum requirements.
   2. Students must have satisfactorily completed all of the requirements of Phase II before entering Phase III.

B. Required Clerkships (First Year — Phase III)
   1. Medicine 500
      12 weeks basic clerkship
   2. Obstetrics and Gynecology 500
      6 weeks basic clerkship
   3. Pediatrics 500
      6 weeks basic clerkship
   4. Psychiatry 500
      6 weeks basic clerkship
   5. Surgery 500
      6 weeks basic clerkship, plus 4 weeks subspecialty
   6. Neuroscience 500
      4 weeks basic clerkship
   7. Family Medicine
      4 weeks basic clerkship

C. Electives
   In addition to twelve months of basic clerkships, a minimum of six months elective experience constitutes the requirements for Phase III. Of these six months, the maximum time which may be scheduled for off-campus electives is two months during Phase III.

Curriculum Bulletin

The courses offered are not limited to those listed in the catalog, and new courses are frequently introduced into the curriculum. It is possible that some of the courses listed may be withdrawn from the curriculum with the approval of the Curriculum Committee and the dean of the School of Medicine. Course descriptions can be found in the Phase III Curriculum Bulletin, a copy of which may be obtained by writing to the Curriculum Office, School of Medicine.

Scholarship and Promotion

Promotion of students from one year to the next is dependent upon the satisfactory completion of each year's work. Promotions are considered on the basis of recommendations by individual instructors, on department evaluations and on students' total records, including performance on Parts I and II of The National Board Examinations.

Non-Academic Exclusion

Any student may be denied permission to continue enrollment in the School of Medicine if in the opinion of the faculty, the student's knowledge, character or mental or physical fitness cast grave doubts upon his/her potential capacities as a physician.

Classification of Students

In the School of Medicine, students are classified as Phase I (first year), Phase II (second year), and Phase III (third or fourth year).

Criteria for Promotion and Graduation

The material presented here is described in full detail in the publication titled Promotions Committee Policies and Procedures. A copy is provided to each student and faculty member.

I. **Standards of Academic Performance**
   - A. In order to be promoted or graduated, a student must have a grade of C or better in every required course.
   - B. Interpretation of Grades
     - A: Outstanding — Superior performance.
     - B: Good — Commendable performance, work of good quality.
     - C: Satisfactory — Acceptable performance, a definitely passing grade with no reservation.
     - D: Unsatisfactory — A grade that indicates this student has not met the minimal performance in this area, and that additional experience and demonstration of learning shall be required if this subject is specifically required for graduation.
     - F: Failing — Failing and unsatisfactory work.

II. **Remedial Work for Academically Deficient Students**
   - A. Upon the basis of the student's academic performance and after the evaluation of possible mitigating circumstances, the Promotions Class Committee shall recommend for an academically deficient student remedial work, repetition of all or part of the year, or appropriate combinations of remediation and repetition of deficient courses. As stated above, a student may be recommended for dismissal for sufficient cause.
   - B. An unsatisfactory (D) or failing (F) grade in a required course shall be changed to a passing grade upon successful completion of remedial work. A student may not begin the Phase III curriculum unless all Phase I and Phase II required courses have been passed at a satisfactory level (C or better).
   - C. The nature of remediation shall be determined by the specific department(s) involved, insofar as the remediation does not interfere with the required coursework.

III. Recommendations for Dismissal

The academic performance of each student is evaluated by the Promotions Class Committee periodically. A student may be recommended for dismissal for sufficient cause. Guidelines for dismissal and the dismissal procedures of the Promotions Committee are outlined in detail in the current Promotions Committee Handbook.

IV. Phase III Required Clerkships

In Phase III, in the case of a required clerkship where it is possible to repeat the course without repeating the entire year, an F must be removed by repeating the clerkship.

V. Electives

A. At the end of Phase I, II, and III, a student must have a grade of C or better in each elective course taken to satisfy the prescribed number of elective hours required for the phase in which the student was enrolled. A grade recorded as "pass" is equivalent to a C or better.

B. If a student receives a grade of D or F or "fail" in an elective, and does not repeat the elective nor do remedial work to raise the grade, the student will receive no credit for the elective. The student shall have to take additional elective work and pass it with a grade of at least C or "pass" in order to satisfy the prescribed number of elective hours.

C. For graduation a student must have a cumulative (or total) elective average for Phase I, II, and III of C or better based on all elective grades (both passing and failing grades). The total elective average is an internal calculation and does not become part of the student's permanent record. Calculation of a total elective grade for Phase I, II, and III before graduation shall be necessary only for students with elective grades of D or F on their record.

VI. National Board Examination Requirements, Parts I and II

A. A student must pass the National Board Examination, Part I and II, for 1 and 2 listed below:
   1. Promotion from Phase II to Phase III — Part I
   2. Graduation — Part II

B. See Section "Requirements for National Board Examination."

VII. Graduation

A. Application and Effective Dates.

A student who completes Phase III requirements may apply for graduation quarterly. The quarterly dates, which will appear on the diploma, will correspond to the day after the last day of November, February and August Phase III rotation as published in the MCG Catalog. The annual formal graduation is held in June at the end of the academic year. This June date appears on the diploma of students graduating at the end of the May quarter.

Applications must be made both to the registrar and associate dean for curriculum at least four months prior to the requested date of graduation.

B. Promotions Committee Procedure. The meetings of the Class Committee and the Full Promotions Committee to consider students for graduation will be held as soon as practicable after completion of the student's final rotation and receipt of the grades in the Registrar's Office.

Other Programs and Administrative Procedures

Student Responsibilities & Judicial Procedures

Student discipline at the college is the responsibility of the president and his administrative staff. Students will be liable for disciplinary action should they fail to act in a manner of credit to themselves, the college and the medical profession.

Honor System

Every medical student is expected to maintain a high degree of personal integrity and honor, not only during his years on the campus, but also throughout his practice as a physician. In recognition of this obligation, each student is expected to subscribe to an honor code established by the students of previous years. The Honor Court is composed of twelve regularly enrolled students, with four members from each of the fourth-, third-, and second-year classes. A copy of the Honor code is distributed to freshmen during orientation.

Student Affairs Committee

The Student Affairs Committee of the School of Medicine acts as an advisory committee to the dean. The committee consists of the chairman, nominated and appointed in accordance with the policies for general faculty committees; one faculty member elected by the students for each of the four classes; associate dean for students, ex officio; and associate dean for curriculum, ex officio. Student members include the president of each class and the School of Medicine representative to the Organization of Student Representatives of the AAMC.

Alpha Omega Alpha

A chapter of this honorary scholastic fraternity in medicine was established at the college in 1926. Each year students of the third- and fourth-year classes are nominated on the basis of both peer and faculty recommendations and academic excellence. Elections are held by active members of the chapter.

The Alpha Omega Alpha Honor Fraternity sponsors two lectures annually (Student Honors Day occurs with the spring lecture).

Special Programs

Guest Lecturers

Throughout the year, distinguished physicians and scientists from other schools and from overseas visit the various departments of the Medical College of Georgia and participate in departmental teaching programs.

Distinguished lecturers address the whole school each year.

Research Fellowships

The Medical College of Georgia has a limited number of summer research fellowships in which students work closely with faculty investigators on specific problems.

This is an elective, but an important component of the students' educational experience, allowing them to participate in research and to develop an understanding of the methods, philosophies and problems involved.

Interested students should contact departments directly.

Affiliated Hospitals Program

The School of Medicine has developed a number of affiliations with community hospitals around the State of Georgia. These affiliations are aimed primarily at widening the educational experiences of our students by providing them with educational opportunities in general medicine and in the specialty fields at the affiliated community hospitals. By participating in these training programs the students will gain experience, insight, and perspective into the practice of high quality medical care as it exists in private practice and in these community hospitals.

The required clerkships in clinical medicine may be taken at various Augusta hospitals as well as the affiliated hospitals across the state. August area facilities include the MCG Hospitals and clinics, the Veterans Administration Medical Center, the University Hospital (a city-county hospital), the Georgia Regional Hospital and the Dwight David Eisenhower Army Medical Center at Fort Gordon. Affiliated off-campus facilities include the Memorial Medical Center in Savannah, the Georgia Baptist Medical Center in Atlanta, the Medical Center in Columbus and the Medical Center of Central Georgia in Macon.

Clinical electives may also be taken at any of the above mentioned hospitals as well as many others approved individually by the various departments. A total of two months of elective clerkships may be taken at off-campus sites.

Postdoctoral Training Programs

The college has internship and residency programs which have been approved by the Council on Medical Education and Hospitals of the American Medical Association. The teaching hospital of the college, the MCG Hospital and Clinics, is the parent hospital for these programs, but integration and/or affiliation with the University Hospital, Augusta; the Veterans Administration Hospitals, Augusta; and Georgia Regional Hospital, Augusta, may be included. A brief outline of the various training programs is given below. Applicants seeking residency training should apply directly to the department chairman or to the director of Hospital and Clinics.

Internships

Family Medicine

The first year in the Family Medicine Residency Training Program is equivalent to the first post-graduate medical year. A description of this year is found under the section on Family Medicine residencies.

Internal Medicine

Straight medical internships are available which are designed as the first post-graduate year of training toward Board certification in internal medicine. Interns rotate through the MCG Hospital, which is a subspecialty referral hospital; the University Hospital, which serves the local indigent patient population; and the Veterans Administration Hospital. Thus the intern has a broad experience in the management of a variety of disease in different patient populations. An important responsibility of the intern is his or her role in the teaching of medical students and other paramedical personnel. This responsibility along with the responsibilities for patient care prepare the intern for advanced scholarship in the clinical skills of diagnosis and management of those disease falling within the realm of internal medicine.

Obstetrics and Gynecology

Five internships are offered by the Department of Obstetrics and Gynecology. These constitute the first year of our four-year program leading to Board eligibility in obstetrics and gynecology. The intern spends six months on obstetrics and gynecology, two months on medicine, one month in the emergency room, one month on OB anesthesia, and one month in the neonatal intensive care nursery. A surgical skills laboratory and vacation share one month.

Pathology

The straight internship in pathology is offered to recent graduates whether or not they have decided about later training. The intern's experience is like that of a first-year resident. His study of human disease is excellent preparation for any clinical field. If he decides to continue in pathology, it is a year saved that can be spent later in special research training. An elective in one of the clinical disciplines may be arranged. The internship program is in the Medical College teaching hospital and may include elected periods in Medical College affiliated hospitals.

Pediatrics

Ten straight internship positions in pediatrics are offerd each year. The first year of training emphasizes acquisition of general pediatric knowledge through supervised exposure to patient care in primary, secondary and tertiary care settings. Rotations are provided on the pediatric inpatient and outpatient services, neonatology and emergency room. First-year residents act as primary physicians under direct supervision of the senior residents and faculty. The emphasis of the second-year program is the development of supervisory skills and competence in intensive care clinical settings. Residents in the third year of training assume responsibility both for patient care and for the supervision of junior house officers and medical students.

Surgery

Fourteen straight internships in surgery are offered. These 14 internships in the general surgery "core" rotations include positions for those graduate trainees who have career goals in the specialties of thoracic surgery, neurosurgery, orthopedic surgery, plastic surgery, urology and otolaryngology, as well as in general surgery.

The "core" program is based on a philosophy that surgery is a "discipline of medicine" and that surgeons should be "internists who operate."

Rotations include general surgery, urology, pediatric surgery, orthopedics, plastic surgery, otolaryngology, cardiothoracic surgery, emergency services and elective time from a broad spectrum of disciplines.

Flexible (Transitional) Internships

Flexible internships are available for individuals who intend to enter residencies which do not offer the PGY-1 year. Four months of internal medicine and two months of emergency room are required. The additional six months are agreed upon by the individual intern and the program director of his/her PGY-2 year. Applications for the flexible internship are made through the respective residency programs.

Residencies

Anesthesiology

In conformance with the continuum in anesthesiology specialty training as recommended by the AMA and the ABA, this department offers two programs for specialty training in anesthesiology.

1. a. A basic year of training with rotations on other specialties and subspecialties such as medicine, pediatrics, emergency room, cardiology, etc.
   b. Two years of clinical anesthesiology. This time would be spent in the O.R., respiratory therapy, intensive care, obstetrics, etc., covering the usual range of clinical anesthesiological experience.

For the M.D. coming directly from medical school into anesthesiology the basic year will be served initially.

For the M.D. coming into anesthesiology from practice or other areas of medicine, the (a) requirements could be satisfied by one year of satisfactory rotation in other specialities prior to admittance into the anesthesiology program.

2. A four-year program consisting of (a) and (b) above plus (c), one year of optional training in an area of research, in clinical anesthesia that is more advanced and specialized then the usual experience gained during the 24 months of clinical

anesthesia, or in a basic science or a clinical discipline other than anesthesiology.

Dermatology

The residency training program in dermatology is for three years with emphasis on both clinical and basic scientific aspects of cutaneous medicine. Patients are seen in outpatient clinics at the MCG, University, and Veteran Administration Hospitals. There are ten outpatient beds at the MCG Hospital and beds are available at the VA Hospital on a "need basis." Training is graduated, with increased responsibility in the care of patients accruing throughout the program. Regular weekly conferences include dermatology grand rounds, histopathology conference, basic science seminar, journal club and didactic conferences. In order to develop the critical capacity necessary to evaluate advances in dermatology, residents rotate through the research laboratories for periods of two to twelve months full-time during their training, and are required to complete a clinical or laboratory research project during the three-year training program.

Family Medicine

A fully accredited family medicine residency program is available to provide the twenty-four residents the training necessary to become qualified for the American Board of Family Practice. Objectives of the training in the Department of Family Medicine are to equip the physician with the knowledge and skills necessary to provide quality continuous and comprehensive care to individual family members and to the family unit as a whole. Further, the physician is oriented to the care of acute and chronically ill and also to health maintenance and disease prevention. Instructions are provided in recognition and understanding for the socio-behavioral problems in health and disease in the context of the family. There is an ongoing attempt to stimulate interest in clinical research. Significant emphasis on the necessity of continuing education for physicians is provided. The central activity for training in family medicine occurs in the Family Practice Center of the Medical College of Georgia. Here, medical students, nursing students, family medicine residents and family medicine faculty participate in health care delivery to families and their individual members.

The first year of the family medicine residency consists of rotations through specific core components of medicine to include: internal medicine, pediatrics, surgery, obstetrics, gynecology, family medicine, inpatient service, emergency rooms and Family Practice Center. This establishes the broad base experience that is needed by the family medicine resident to deliver health care services to patients in the upcoming second and third years. During the second and third years, family medicine residents spend an increasing portion of time in the Family Practice Center, responding to the needs of families under their care. The second-and third-year residents also assume significant independence in their evaluation and management of patients, and in the third year begin to participate in major teaching responsibilities of junior residents and students.

Internal Medicine

A complete postgraduate training program in internal medicine and its subspecialties is offered; all of the training required for qualification for the American Board of Internal Medicine and each of the Subspecialty Boards can be obtained. The internship and residency program is integrated with the University Hospital and the Veteran Administration Hospital. Fellowships are available in cardiology, cardiovascular research, hematology, infectious diseases, endocrinology and metabolism, gastroenterology, renal diseases, rheumatology, pulmonary disease, clinical nutrition and medical oncology. Teaching rounds and conferences are held daily for house officers and students.

Neurology

A fully approved three-year residency in neurology combines the facilities of the MCG Hospital and Clinics, the Augusta Veterans Administration Medical Center, and University Hospital. The first year is spent on the wards and in the clinics, with a rotation on neurosurgery. The second and third years consist of experiences on consultative neurology, pediatric neurology and neuropathology. In the third year, four months are spent as chief resident, supervising more junior housestaff. The final year as a senior resident is spent in neuromuscular- electromyography, epilepsy- electroencephalography, and electives including neuroradiology.

The goal of the neurology residency program is to train clinically competent neurologists who will be equipped to make an original contribution to the knowledge of the nervous system, in either an academic setting or in clinical practice. Three adult neurology residents are accepted each year, all of whom must have completed an approved internship.

The training program in pediatric neurology is offered by the section of pediatric neurology of the Department of Neurology and is supervised by four full-time faculty members of the section of pediatric neurology. Two types of programs are offered: one year of fellowship (PL3) or a three-year program combining adult and pediatric neurology training which meets the board requirements for Neurology with Special Competence in Child Neurology. Residents in this program must have completed an approved pediatrics residency.

Obstetrics and Gynecology

A parallel four-year residency program leading to Board eligibility is offered. The first year is described under Internships, and during the subsequent three years, in addition to general obstetrics and gynecology, the resident gains experience in reproductive endocrinology, maternal- fetal medicine, gynecologic oncology, family planning and gynsurgical pathology. The program utilizes the Medical College of Georgia Hospital and Clinics, University Hospital and the Eisenhower Army Medical Center. The residency is academically oriented and house staff participate in student teaching and research.

Ophthalmology

A three-year residency program in opthalmology is offered with training at the MCG Hospital, the teaching hospital with rotation at University Hospital and the Veterans Administration Hospital. Training in all types of ophthalmic surgery is included. A basic science course in ophthalmology is part of the residency program.

Pathology

The residency program offers a combined anatomic, clinical pathology program and a straight program in either anatomic or clinical pathology. The resident physician participates in the student teaching program, the department's autopsy, surgical pathology and clinical pathology services. Periods of part-time or full-time research are available. Places are available to persons preparing for the practice of pathology, and to those who may desire a year or more of training in pathology in preparation for another discipline. Individualized programs that satisfy Board requirements and the individual's career goals can be arranged.

Pediatrics

The pediatric residency involves at least two years beyond the internship year. Further experience is provided on inpatient rotations, newborn care and outpatient clinics, both at University and MCG Hospitals. In addition, electives are offered in pediatric cardiology, allergy- immunology, neurology, adolescent medicine, infectious diseases, pulmonary medicine, and private physicians offices. The resident participates in the teaching of medical students. Basic sciences and logical thinking are promoted through problem case conferences, grand rounds. Pediatric x-ray conferences, pediatric pathology conferences, and journal clubs. Fellowships are available in allergy-immunology, cardiology, infectious diseases, neonatology, neurology and pulmonary.

Psychiatry and Health Behavior

The Department of Psychiatry and Health Behavior has a fully approved four-year residency program in psychiatry which includes a categorical first-year internship in cooperation with the Departments of Family Medicine, Internal Medicine, and Pediatrics. Alternately a one-year internship including primary care may be taken in lieu of the categorical first year. A fully accredited two-year fellowship program in child psychiatry is offered; prerequisites are two years of training in general psychiatry. One-or two-year subspecialty fellowships are offered in forensic psychiatry, public administrative psychiatry, substance abuse, geriatric psychiatry, psychosomatic psychiatry, and neuro-psychopharmacology.

The training programs emphasize the synthesis of biological, psychodynamic, and psychosocial approaches to diagnosis and treatment. Multiple clinical sites provide exposure to a wide range of psychopathology and treatment techniques.

Detailed information about the program may be obtained upon request.

Diagnostic Radiology

A four-year program in diagnostic radiology is offered. This must be preceded by one clinical year in either a flexible program or specific primary care area. The four years in radiology are spent with rotations in neuroradiology, nuclear medicine, special procedures, ultrasound, pediatric radiology, computed tomography, as well as general diagnostic radiology. Emphasis is on progressive independence of the resident as his foundation is strengthened. There are 80,000 exams per year in the present facilities of all varities. A magnetic resonance imaging faculty is being planned for completion in the near future.

Radiation Oncology

A four-year residency program is available. The first year is spent in a flexible first-year program or a straight program of another specialty. During the three years, experience is gained in treatment planning, the basic physics of radiation oncology, its radiobiological effects and the use of various modalities of treatment as it relates to the general problem of encology. The use of apparatus of different energies is utilized in the program. An area radiation therapy program greatly strengthens the variety of patients treated. One thousand new patients are treated each year.

General Surgery

This is an integrated program which includes rotations through the MCG Hospital (referred surgery), University Hospital (trauma and referred) and the Veterans Administration Hospital. The program is four or five years in length following the internship. The length of the five-year tract is designed for those who wish to pursue a career in academic surgery and requires a year of research experience. Laboratory experience is not required in the four-year program.

Five residents are trained at each level beyond the internship. The program is not pyramidal. Competent performance is essential for reappointment. The program is based on a philosophy that surgery is a discipline of medicine and that surgeons are " internists who operate." Anatomy, physiology, and bio-chemistry and the correlation of basic science in clinical problems is constantly stressed in a wide variety of daily rounds, teaching conferences and in grand rounds.

Neurosurgery

This is a five-year program with a prerequisite of one year's internship of choice and one year of general surgery, or one year of straight surgical internship. Five residents are accepted. Training includes clinical neurosurgery and microsurgery supplemented by weekly conferences in combined neuroanatomy and neurophysiology, neuropathology and neuroradiology and off-service experiences in clinical neurology, neuropathology and neuroradiology, as well as basic research. The teaching hospital and Veterans Administration Hospital participate in the training program. By special arrangement, the resident may receive graduate school credit while actively pursuing a neurosurgical residency.

Orthopedic Surgery

The orthopedic program is a four-year program which includes a period in the first year in general surgery. Experience and increasing responsibility is provided in the program in the basic science of orthopedics, fractures, children and adult orthopedics, and reconstructive surgery. Affiliation with the Veterans and University Hospital is included. Long-term observation and comprehensive care are emphasized. Three residents are appointed each year.

Otolaryngology

The division of Otolaryngology offers an approved residency program. A prerequisite of one year postgraduate surgical training is required. The actual otolaryngology training is three years in duration and the rotations include the MCG Hospital, Veterans Administration Medical Center and University Hospital. Emphasis is placed on a broad background to include a basic science course and adequate clinical exposure to otology, bronchoesophagology, maxillofacial trauma, and head and neck surgery.

Plastic and Reconstructive Surgery

The overall program comprises two and one-half years, including a six-month fellowship in a specific area of training in which the individual desires to have further experience. The qualifications for residency include completion of general surgery or sub-specialty training, approval from the American Board of Plastic Surgery, and high ethical standards.

The primary objective of the Division of Plastic and Reconstructive Surgery is to provide quality instruction and clinical material for plastic surgery training. Graded clinical responsibility is given throughout the program. Specific areas of interest include cleft lip-palate, craniofacial anaomalies, diagnosis and management of congenital hand anomalies and hand injuries, acute burn therapy and reconstruction, and ablation of head and neck tumors with reconstructive and cosmetic surgery.

Rotation schedules are at six-month intervals at the Medical College of Georgia and Veterans Administration Hospitals. At the completion of the second year of training, the individual is given a six-month fellowship for in-depth experience in a specific area of plastic surgery.

Thoracic Surgery

This is a two- or three-year program. Prerequisites include internship and four years of general surgery residency (with chief residency) training primarily in the teaching hospital with rotations through Memorial Hospital, Savannah, GA, and Veterans Administration Hospital, Augusta. Four residents are accepted.

Urology

The urology section offers a fully approved three-year program. The minimum prerequisite is two years of general surgery. It is served at the Medical College of Georgia Hospital and the Veterans Administration Medical Center. Six residents may be accepted.

Continuing Medical Education

The objective of continuing education is to preserve and increase professional knowledge and competence throughout the entire career of professional health workers. The program of Continuing

Medical Education, in close cooperation with the departments in the School of Medicine and with the Division of Continuing Education, has the responsibility for developing and presenting educational activities to assist professional health workers in maintenance and further development of their skills.

Types of Courses

1. Symposia: Numerous courses lasting from one to five days are presented each year.
2. Physician's Continuing Education Series: In several cities throughout Georgia a series of one-day medical symposia are presented each year.
3. Special Technique Workshops: Workshops in laboratory, diagnostic and therapeutic procedures offer enrollees an opportunity to obtain practical experience.
4. Clinical Traineeships: Experience in wards or laboratories for periods of one week or longer is offered by special arrangement with the chairman of the department concerned and the Division of Continuing Education.

Program Announcements

Prior to each course, brochures describing the topics, faculty, meeting place, time, and registration fees are mailed to the group for whom the course was developed.

Credits

Instruction presented in this program is not designed to give credit toward specialty qualification or academic degrees. However, a record of attendance is maintained for the benefit of those individuals who attend these courses, and continuing education units (C.E.U.s) are awarded for most courses.

The program of Continuing Medical Education is accredited by the Accreditation Council for Continuing Medical Education, and a physician's attendance at most courses is acceptable for credit toward the Physician's Recognition of the American Medical Association.

Fees

The enrollment fees for continuing education courses are listed separately for each course.

Course Descriptions

Note: Courses numbered 500-599 are open to medical students only.

Where appropriate, course lecture-lab credit hours are designated, e.g. (4-2-5 hours).

Interdepartmental

ITD 501 E/M Clinical Clerkship in the Department of Endocrinology.

Reproductive Endocrinology (Department of Endocrinology) will primarily involve clinical clerkship utilizing the private patients of Drs. Greenblatt, Gambrell and Natrajan at the University Hospital as well as in their office on 15 th Street. In addition, didactic lecture material and case presentation and discussion will take place involving Drs. Greenblatt, Gambrell, and Natrajan, the Department Faculty, Clinical Fellows and Students. The areas covered will include puberty, amanorrhea, galactorrhea, hirsutism and virilism, induction of ovulation and management of menopause.

ITD 502 Acting Internship in Pediatric Neurology.

This is a primary care elective. The student will manage patients admitted to the Pediatric Neurology Service at Talmadge Hospital, answer consultation requests from other services and attend Pediatric Neurology Clinics. Regular daily bedside teaching rounds will be held, as well as scheduled preceptor-student sessions with a full-time faculty member. The student will be exposed to common pediatric neurological problems which include epilepsy, matabolic disorders, mental retardation, birth defects, learning disorders and neuromuscular problems.

ITD 503 Acting Internship in Pediatric Neurology

ITD 504 Acting Internship in Pediatric Neurology.

Advanced rotations, ITD 503 and ITD 504 will allow opportunity for more in-depth experience in Pediatric Neurology. There will be more flexibility in these programs depending on the student's past experience. Where as ITD 502 is located at Talmadge Hospital only, these advanced clerkships will offer considerable experience at the University and Gracewood Hospitals, as well as considerable opportunity for clinical and basic library research.

ITD 530 Endocrinology, Reproduction and Population. (4-2-6 hours)
Provides the student the basic anatomy, biochemistry and physiology of the endocrine glands at a level that reinforces the introduction in Phase I and correlates the basic science principles in normal human physiology and endocrine diseases. After an introduction to the endocrine system the course covers normal and abnormal development of secondary sex characteristics and puberty in the male and female, conception, contraception, pregnancy, labor, delivery and the neonate in utero and shortly after birth. The course then moves on to world population dynamics and that of the United States and current and future approaches to population control. Departments of Medicine and Endocrinology participate.

ITD 540 Introduction to Clinical Medicine (8-0-8 hours)
Designed to introduce the student to selected topics in medicine, pediatrics, surgery, obstetrics and gynecology. Emphasis is placed relating pathophysiological and biochemical abnormalities of disease processes to the clinical signs and symptoms of the disease.

ITD 550 Neuroscience (7-4-9 hours)
Prerequisite: First year standing in School of Medicine. An integrated course covering the structure and function of the human nervous system, including an introduction to clinical applications. The Departments of Anatomy, Cell and Molecular Biology, Neurology, Physiology, and the Division of Neurosurgery participate.

ITD 560 Physical Diagnosis (Phase I). (2-3-3 hours)
Imparts to the first-year medical student the skills for performing a routine physical examination. It then enables the student to apply these skills in a patient contact experience. The course also allows the first-year student to interrelate with medical students who are in their clinical years, thereby providing a very relevant introduction to the clinical setting.

ITD 570 Physical Diagnosis (Phase II). (1-4-3 hours).
Conducted in the hospital setting with students assigned in small groups to individual faculty members, this course prepares the student for the clerkships of the clinical phase of medical school. It does so by amplifying the physical examination skills acquired in the Phase I Physical Diagnosis course and directs these skills toward the detection of abnormal findings. Moreever, the course emphasizes the skills of patient interviewing and history-taking.

ITD 575 Infectious Diseases (3-0-3 hours)
Designed to compliment the Freshman Microbiology course, and is presented mainly by the Departments of Medicine and Pediatrics with assistance by Dermatology, Urology and Orthopedics, as well. Infections are discussed by a systems approach, with emphasis on prevention, host-parasite interactions, diagnosis and management. The course consists of both lecture and case-laboratory presentations.

ITD 580 Human Genetics (Phase II). (2-0-2 hours)
Provides the student with an understanding of the principles and concepts upon which current clinical genetic practice (diagnosis, treatment and counseling) is based. It also covers the genetics of human populations and introduces the student to recent and ongoing discoveries so that their future applications may be understood. The course builds upon the foundation of basic material introduced in Cell and Molecular Biology and, since much of the human variation covered is pathologic, forms a bridge to the clinical experience. The Departments of Anatomy and Endocrinology currently participate.

ITD 585 Phase I Electives (Variable Credit)
Special elective courses for first-year (Phase I) medical students.

Anatomy

D. Brockman, Chairman; M. Barrett; D. Beezhold; G. Colborn; T. Creazzo; T. Gale; A. Gulati; M. Kirby; D. Lause; T. McDonald; J. McKenzie; M. Mulroy; G. Oblak; T. Rosenquist; D. Sickles; P. Sohal; D. Stewart; G. Standage; J. Tischfield; J. Trill; T. Weidman; D. Welter; R. Wrenn.

ANM 300 Histology. (3-4-5 hours)
(Open only to students in the summer program for minority students)
A lecture and laboratory course on the microanatomy of cells, tissues and organs. Lectures are concerned with the cellular structure of the major organs of the body in relation to the function of the organs. In laboratory the students interpret electron micrographs and use the light microscope to study: 1) the major tissues of the body, 2) the major organs of the body, 3) important parts of the organs. Students receive at least three examinations, in addition to several quizzes, on the students' proficiency in the material covered in lectures, laboratories and the textbook.

ANM 310 Survey of Human Anatomy. (5-0-5 hours)
(Fall)
The elements of human gross, histological, and developmental anatomy with an introduction to the anatomy of the major organ systems of the body.

ANM 330. Musculoskeletal Anatomy. (3-9-7 hours)
(Fall)
This course consists of an in-depth study of the musculoskeletal system of the human body and a survey of the visceral systems. The laboratory exercise consists of dissection of the human cadaver.

ANM 331. Basic Neuroanatomy. (3-6-6 hours)

This is an in-depth study of central nervous system structures and the components of peripheral nerves. The laboratory exercise consists of dissection of the human brain and spinal cord, the use of Kodachrome slides of nervous structures, and mounted sections of brain tissue.

ANM 332. Systemic Anatomy. (3-9-7 hours) (Summer)

This is an in-depth study of the cardiovascular, pulmonary, digestive and reproductive systems, with a survey of head and neck and the musculoskeletal system. The laboratory exercise consists of dissection of the human cadaver.

ANM 501. Advanced Studies in Gross Anatomy. (TBA)

Prerequisite: Senior medical students only.

Intensive studies of human gross anatomy with detailed dissections of human cadaver material. The student may concentrate upon an area or areas of particular need or interest, such as head and neck, limbs, body cavaties or pelvis and perineum. Discussions are encouraged between students studying different regions of the body, with respect both to review of basic anatomy and clinical applications of those data. Students are expected to explore the literature pertinent to their area(s) of interest in textbooks and journals.

ANM 550. Medical Gross Anatomy. (8-8-12 hours)

(Fall and Winter)

This course is designed to provide the first year medical student with basic knowledge of the gross anatomy of the human body. Emphasis is placed upon using the knowledge in understanding the normal (and disordered) function of the parts of the body in the living person. Regional dissections of the entire human body are supplemented with correlative lectures, systemic overviews, clinical correlation sessions and laboratory demonstrations.

ANM 552. Medical Embryology. (3-0-3 hours) (Fall)

A study of the fundamental principles of mammalian embryonic development. Subject matter includes germ cell formation, fertilization, implantation, placentation, and morphogenesis of the various organ systems.

ANM 553. Medical Histology. (3-6-6 hours) (Fall)

A study of the cells, tissues, and organs of man as related to their function.

ITD 550. Neuroscience. (6-6-9 hours)

See course description under Interdepartmental Courses.

ITD 580. Human Genetics. (2-0-2 hours)

See course description under Interdepartmental Courses. Additional courses are listed under the School of Graduate Studies.

Anesthesiology

J. Johnston, Acting Chairman; R. Adams; C. Bittle; R. Dennison; M. DeVore; N. Ernst; S. Fadel; G. Gay; T. Hancock; R. Introna; S. Iyer; W. Johnson; C. Johnston; R. Kondur; M. Laslie; D. Martin; W. Mathews; S. Mote; A. Neal; J. Pruett; J. Rucker; A. Smith; H. Smoak; S. Story; J. Williams; J. Wirsing.

ANS 501. Anesthesiology Four-Week Clerkship.

Basic elective which includes pre- and post- anesthetic evaluation, follow-up and management of patients during anesthesia and also in the recovery room, shock — its recognition and management; fundamental considerations and application of cardiovascular resuscitation using a mannequin; inhalation therapy; diagnostic and therapeutic blocks; the use of regional anesthetic drugs; technical experience in venous and arterial cannulation; patient monitoring, endotracheal intubation; fluid and electrolyte management; narcotics and analgesics; and the use of sedatives and hypnotics.

ANS 502. Anesthesiology Research Fellowship (Special Elective)

The Department of Anesthesiology has an ongoing program in basic laboratory and clinical research. Either of these areas is available for student participation, depending on the student's background and interests, as well as projects that are then current in the department. Clinical studies might involve management of the surgical patient during the perioperative period or the critically ill patient in ICU.

Laboratory studies focus primarily on pulmonary, cardiovascular, and CNS physiology of laboratory animals and the alteration of these systems by the pharmacological action of general anesthetics and related drugs. The drugs and agents studied may include those in current use as well as those in investigational or development stages.

ANS 503. Anesthesiology Eight-Week Clerkship. (Special Elective)

Closely supervised clinical experience in the administration of anesthesia, including spinal, epidural, specific nerve block and field block, depending on the availability of material. The mechanism of endotracheal intubation will be stressed. The experience will be similar to that of a resident just beginning training in anesthesiology. The student will attend all scheduled teaching seminars and conferences.

ANS 504. Anesthesiology Preceptorship. (Special Elective)

ANS 504-A. Anesthesiology Preceptorship. (Special Elective)

Clinical experience in anesthesiology in an off-campus hospital approved by the department chairman.

ANS 505. Respiratory Care Elective.
Introduction to both theoretical and technical aspects of Respiratory Care. Emphasis is on basic pathophysiology as related to the patient's problems and in the appropriate treatment. Ventilators, oxygen and aerosol therapy, blood gas interpretation, and pulmonary function studies are among the topics to be discussed. In addition to lectures will be therapeutic aspects of Respiratory Care. (Jack Williams, M.D. medical director, and Ms. Jan Pike, educational coordinator, Respiratory Care)

ANS 505-A. Intensive Care (Special Elective).
Introduction to theoretical and technical aspects of Respiratory Care. Emphasis is on basic pathophysiology as related to the patient's problems and in the appropriate treatment; special emphasis on intensive care in the shock trauma ICU; ventilators, oxygen and aerosol therapy, blood gas interpretations, and pulmonary function studies are among the topics discussed. In addition to lectures (ANS-505), formal twice daily rounds and informal discussions will be utilized to demonstrate the practical and therapeutic aspects of Respiratory Care. Student will be on call schedule. (Jack B. Williams, M.D., medical director, and Ms. Jan Pike, educational coordinator, Respiratory Care)

ANS 506. Obstetric Anesthesia Elective.
Four weeks in obstetrical anesthesia to gain experience in the use of epidural, spinal, and other analgesics in the pain relief of labor and delivery, in addition to the management of anesthesia for obstetrical surgery. Effect of local anesthetics on labor pain contractions and on fetal heart rate, reading of fetal monitors, and also infact resuscitation technique will be stressed.

Cell and Molecular Biology

T.H.J. Huisman, Chairperson; A. Adel-Latif; E. Abraham; R. Akhtar; W. Allen; R. Bard; G. Best; V. Bhalla; O. Black; G. Brownell; S. Bustos- Valdes; L. Carter; F. Carl; T. Dirksen; J. Erbland; G. Faguet; A. Felice; V. Ganapathy; F. Garver; J. Gilman; H. Harris; S. Henry; J. Hill; L. Hodge; F. Hommes; E. Howard; J. Howard; S. Hsia; W. Karp; K. Lanclos; D. Lapp; F. Leiback; J. McPherson; C. Nair; A. Reese; A. Roesel; C. Roesel; G. Schuster; D. Scott; R. Shimp; S. Singal; T. Sprinkle; T. Stoming; J. Tischfield; J.B. Whitney; J.B. Wilson.

CMB 310. Introductory Microbiology. (5-0-5 hours)

CMB 311. Introductory Microbiololgy. (5-0-5 hours)
Introduction to the nature of micro-organisms, medical microbiology and immunology. Content will include morphology, physiology and taxonomy of representative micro-organisms, bacteria, fungi and viruses of medical importance and their relation to diseases of man.

CMB 345. Survey of Biochemistry. (5-0-5 hours)
Prerequisite: Survey course in Inorganic and Organic Chemistry.
A study of the chemical principles of living organisms. The course includes the structure of biomolecules, energy yielding processes, energy requiring processes and transfer of genetic information.

CMB 501. Disorders of Metabolism.
A student in this elective will study functional and inherited disorders of metabolism and transport. The student's time may be divided among some or all of the following: genetic readings in the literature, discussion, study of patients, observations of or participation in laboratory studies.

CMB 550. Medical Biochemistry.
This course consists mainly of lectures explaining the biochemistry of carbohydrates, proteins, lipids, nucleic acids, enzymes, vitamins, etc. Biochemical defects which lead to disease are also explained and a trip to Gracewood State School and Hospital is included. Approximately eight hours of lecture are presented weekly.

CMB 570. Medical Microbiology. (10-0-10 hours)

CMB 571. Medical Microbiology. (4-0-4 hours)
A lecture and laboratory course which considers the characteristics and properties of micro-organisms, their role in the disease process and selected aspects of diagnosis and treatment of infectious disease. Eight hours of lecture per week and conferences at periodic intervals.

ITD 550. Neuroscience. (6-6-9 hours)
See course description under Interdepartmental Courses. Additional courses are listed under the School of Graduate Studies.

Dermatology

J.G. Smith, Chairman; D. Abele; D. Chalker; J. Lesher.

DER 501. Dermatology Clinical Clerkship.
One-month clerkship experience on the dermatology service. Students will see inpatients and outpatients at the MCG Hospital and Clinics and also outpatients at dermatology clinics at Fort Gordon, University and VA Hospitals. Students participate in Dermal Pathology Conferences, Journal Clubs, and Basic Sciences Seminars. Supervision will be pro-

vided by the full-time staff and clinical faculty of the Department of Dermatology and the dermatology housestaff. Off-campus electives may be arranged with prior approval of the faculty.

Endocrinology

V.B. Mahesh, Chairman; T. Abney; V. Bhalla; E. Bransome; J.R. Byrd; A. Costoff; J. Ellegood; D. Gambrell; R. Greenblatt; C. Hendrich; L. Hendry; F. Leibach; P. McDonough; T. Mills; T. Muldoon; T. Ogle.

END 501. Research in Endocrinology.
(Special Elective)

Consists of study of biosynthesis, secretion and metabolism of hormones in health and disease and introduction to research techniques, including cytogenetic techniques in the field of endocrinology.

ITD 501. Clinical Endocrionology and Reproduction.

See course description under Interdepartmental Courses.

ITD 530. Endocrinology, Reproduction and Population.

See course description under Interdepartmental Courses.

Additional courses are listed under the School of Graduate Studies.

Family Medicine

J. Tollison, Chairman; W. Caput; J. Edelsberg; P. Fischer; J. Fletcher; P. Forney; A. Gelbart; R. Graft; W. Gullen; J. Hobbs; L. Hornsby; M. Miller; P. Mongan; G. Nixon; E. Payne; C. Peluso; J. Richards, Jr.; R. Seklecki; M. Thompson; J. Varma; O. Wilson.

FMP 500. Basic Clerkship in Family Medicine.

This four-week clerkship provides the student with a supervised exposure to the evaluation and management of patients who present to the ambulatory setting of family medicine with undifferentiated health problems. The student is also introduced to evaluation and management of health problems requiring hospitalization which routinely confront the family physician. The fundamentals of problem solving in these clinical settings will be emphasized in all patient care encounters. Emphasis will be placed on concepts of health maintenance and comprehensive and longitudinal health care in the setting of the family.

The student's clinical exposure will be provided by family practice residency programs and private group practice teaching sites. Family practice residency teaching sites are located at: Medical College of Georgia, Augusta; Medical Center of Central Georgia, Macon; The Medical Center, Columbus; Memorial Medical Center, Savannah; and Dwight Eisenhower Army Medical Center, Fort Gordon. Group practice teaching sites are located in Augusta, Jesup, Villa Rica, and Moultrie, Georgia and in Edgefield, South Carolina.

FMP 504. Introduction to Group Practice, Toccoa,GA.
(Special Elective)

This elective provides the student with personal experience working with a medium size multi-specialty group practice in a small city which serves primarily a rural population. The student will choose two of the group practice physicians (either family practice, internal medicine or pediatrics) from whom the majority of the clinical exposure will be provided through their daily office practice. With appropriate supervision, the student will participate in the diagnosis and treatment of the patients of the chosen physicians and will follow these patients if they require hospitalization or consultation. The student will also spend several evenings each week with the physicians on call in the evening clinic of the multi-specialty group and at the Stephens County Hospital Emergency Room.

FMP 506. Preceptorship in Family Practice.
(Special Elective)

The student may choose from preceptors in various communities across the state who have agreed to assist in medical student teaching. These preceptors, who have been screened by the Joint Board of Family Practice, have undergone training for their teaching roles. This elective provides the student with a supervised experience in the evaluation and management of patients with undifferentiated clinical problems encountered in the practice of family medicine. The student will participate in the office practice, hospital rounds, house calls, emergency room visits, and selected community activities.

FMP 516. Family Medicine Residency Externship, Family Practice Residency Program, Medical Center of Central Georgia.
(Special Elective).

The Family Practice Residency Program of the Medical Center of Central Georgia in Macon provides the student clinical experience in ambulatory and in-patient settings of family medicine. Concepts of comprehensive and longitudinal health are emphasized. In addition to this exposure, the student participates in daily group and individual teaching sessions. Clinical instruction and supervision will be provided by the family medicine faculty and selected teaching residents.

FMP 518. The Geriatric Patient in the Nursing Home.
(Special Elective).

This rotation exposes the student to the wide variety of medical, social, psychiatric and institutionally related problems of the elderly commonly encountered by the primary care physician. The student is provided a panel of patients and participates in clinical evaluation and management under supervision of the attending physician. The student participates in morning rounds from 9:00 until 11:30 with the medical director and participates in weekly team-oriented patient care conferences. Through appropriate readings and didactic sessions the student becomes acquainted with diagnostic and management requirements of this patient population. Upon completion of this elective, the student is familiar with some of the more common geriatric problems and the approach to their evaluation.

FMP 521. Family Medicine Externship, Family Practice Residency Program, Floyd Medical Center, Rome, GA.
(Special Elective).
This elective with the Family Practice Residency Training Program of the Floyd Medical Center in Rome, GA, provides the student with clinical experience in both ambulatory and in-patient settings of family practice. Concepts of comprehensive and longitudinal health care will be emphasized. In addition to the clinical exposure the student will also participate in daily group and individual teaching sessions.

FMP 522. Family Medicine Residency Externship, The Medical Center, Columbus, GA.
(Special Elective).
This elective is designed to allow the senior medical students an exposure to the health care activities of a family medicine residency. The students actively participate in various aspects of family health care provided in the teaching program of the Department of Family Practice at the Medical Center in Columbus, GA. Students participate in the care of family practice patients in the hospital and ambulatory setting. The students are also introduced to the principles of comprehensive and longitudinal health care. Supervision is provided by family practice physician faculty and private attending staff.

FMP 523. Family Practice Externship, Memorial Medical Center, Savannah, GA.
(Special Elective)
This elective at the Family Practice Residency Training Program of the Memorial Medical Center in Savannah, GA, provides the student with clinical experience in both ambulatory and in-patient settings of family medicine. In addition to the clinical exposure the student also participates in daily group and individual teaching sessions. The student also participates in the provision of longitudinal and comprehensive health care.

FMP 524. Family Practice Rural Medicine Experience, Warrenton, GA.
(Special Elective).
This elective in rural family medicine is provided through the Tri-County Health System, Inc., in Warrenton, Crawfordville and Gibson, GA. which serves as a rural teaching site for the Family Practice Residency Program at the Medical College of Georgia. The student has supervised exposure to a population of patients with undifferentiated health problems and actively participates in the evaluation and management of these problems. The student becomes familiar with the uniqueness of a rural health care practice and establishes an appreciation for frequently encountered problems both acute and chronic. The student also has daily group and individual teaching sessions.

FMP 527. Sub- Internship in Inpatient Family Medicine, Family Medicine Program, Medical College of Georgia, Augusta.
(Special Elective).
This elective is provided through the Family Medicine Inpatient Service of the Department of Family Medicine, Medical College of Georgia. This service provides the student with an in-depth exposure to the broad range of medical problems confronting the family physician in a hospital environment. The student assumes the primary medical care responsibilities for patients on the service and is supervised by family medicine faculty and senior family medicine residents. The student participates in all phases of patient evaluation--from admission to discharge planning.

FMP 528. Computer Application in Family Medicine, The Medical Center, Columbus, GA.
(Special Elective).
This elective provides the student an opportunity to acquire skills in the development of programs for desk-top computers applicable to the diagnosis and/or treatment of conditions commonly seen by family physicians. The student becomes familiar with the common types of programming commands used in the development of interactive programs. The student is also able to develop a computer program treatment of a frequently encountered patient problem.

FMP 529. Geriatrics in Family Medicine, Department of Family Practice, The Medical Center, Columbus, GA.
(Special Elective).
This elective is designed to provide further experience for the senior medical student interested in the care of the geriatric patient in a family practice setting. The student clinical encounters are from the activities of the Family Practice Residency Program. Emphasis is on the comprehensive, multidisciplinary approach toward the care of the geriatric patient. Patients are evaluated and managed in the hospital, the Family Practice Center and the nursing home.

FMP 530. Family Medicine and Family Therapy, Department of Family Practice, The Medical Center, Columbus, GA.
(Special Elective).
This rotation is designed to allow the medical students to increase their knowledge of family systems theory and to gain skill in its application in the practice of family medicine. Emphasis is placed on the student's acquisition of specific skills to evaluate families and plan treatment strategies. Emphasis is also placed on the integration of family therapy knowledge and skills into routine medical care as well as the care of families with psychosomatic problems, life cycle transition stresses, or problems produced by illness or medical treatment. The student

evaluates families in the hospital, Family Practice Center, and the Family Stress Clinic.

FMP 531. Family Medicine and Chemical Dependency, Department of Family Practice, The Medical Center, Columbus, GA.
(Special Elective).

This elective rotation is designed to allow a medical student an opportunity to increase his/her knowledge of substance abuse and to gain skill in its diagnosis and treatment in the practice of family medicine. Emphasis is placed on the student's acquisition of specific skills to evaluate patients with substance abuse and plan appropriate treatment strategies. The student evaluates patients in the hospital, Family Practice Center and an outpatient substance abuse clinic.

FMP 532. Ecological Assessment of Health Care Problems, Department of Family Medicine, Medical College of Georgia.

This elective introduces the student to the organized analytical evaluation of health care problems (e.g., diseases, organization aspects, therapies, approaches, etc.). The methods of instruction are quite flexible and are formulated only after discussion between the student and instructor so as to meet the needs and interests of the student. Some possibilities include, after preparatory orientation, a critical study and review of the literature on a selected topic, in-depth scientific dissection of specific articles, outlining of a general approach to the design of a hypothetical study to answer a selected question, the application of epidemiology and biostatistics to clinical situations, field work in a chosen area, and exposure to other relevant agencies. Not all modalities may be entertained depending on individual interests.

FMP 550. Community Medicine.

This course will provide the student with a working knowledge of those basic principles of epidemiology which are essential to both the interpreting the medical literature and to understanding decision making in clinical practice. In addition, this course will: (1) familiarize students with the public health perspective, i.e., looking at issues of health and disease in populations as well as in individual patients; (2) acquaint students with community resources for health care and teach them how to use resources in planning comprehensive care for their patients.

FMP 555. Clinical Problem Solving in Family Medicine.

This course provides the student with an introduction to the concepts and skills necessary for clinical problem solving in the setting of family medicine. Emphasis on placed on both patient and family health evaluation and management. Further emphasis is placed on the concepts of the provision of comprehensive and continuous health care to an unselected population of patients found in family medicine.

Humanities

R. Moores, Chairman; R. Martin.

HUM 502. Death and Dying.

Includes readings in the meaning of death, patient and physician reactions to death, as well as patient interviews and instruction in the care of the dying patient.

HUM 504 Religion and Medicine.

An opportunity will be provided for the student to investigate various aspects of religious faith and practice as they relate to the practitioner, the patient and the delivery of health care in our society. The specific focus of the course will be decided in terms of the student's needs and interests.

HUM 505. Special Electives for Individuals may be Arranged.

HUM 506. Philosophy and Medicine.

The course will investigate the philosophical structure, methodologies and basic presuppositions of medical research and practice. Examples of alternative topics to be examined might include empiricism and clinical awareness, the scientific community and the validity of research, the historical development of the science of medicine, the logic of the scientific method, fact and faith in the scientific worldview, and/or others of interest to student and instructor. Methods of instruction will include readings, vigorous discussion and optional camping field trips.

HUM 507. Ethical Issues in Medicine.

Participants will explore some of the most significant and interesting problems arising out of the practice of medicine using the tools of ethical analysis. The selection of specific issues will depend upon the mutual discretion of student and instructor. Examples might include such general topics as informal consent, human experimentations, reproduction, the patient-physician contract, health care distribution, organ transplantation, care of the dying, and so forth. The course will consist of cooperative research in library and clinical settings.

HUM 508. The History of Medicine.
Prerequisites: Please confirm with instructor when enrolling

A reading course in the history of medical thought and practice in the Western world using cross-cultural material for comparison and contrast. The student may also concentrate on U.S. medical history, especially that of the Medical College of Georgia, and on other special topics of interest. This course is of a one month duration and is offered monthly.

HUM 509. Parapsychology.
Prerequisites: Please confirm with instructor. Course limited to six.

This course offers an opportunity to learn the history of parapsychological investigation and the contemporary state of the science. A review of current research will be undertaken and laboratory observation may be arranged. This course is of a one month duration and is offered monthly.

HUM 510. Law and the Physician.
Prerequisites: Please confirm with instructor when enrolling

The course will be concerned with issues in law which specifically concern the practicing physician, such as professional responsibility (malpractice), expert testimony, informed consent, criminal statutes relating to medicine, the business of practice, forensic medicine, insurance, taxation, and other topics selected by students and instructor. The instructional methods will include in-depth discussion, research, and clinical application. This course is of one month in duration and is offered monthly.

HUM 511. Medicine and Literature.
Prerequisites: Please confirm with instructor when enrolling

An opportunity for the student to explore "the physician" and "medicine" as they have been presented to creative literature of the Western/European tradition. Student and instructor will agree on a specific topic in order to insure a coherent list of readings.

HUM 550. Humanities.

This course is designed to bring to the attention of the medical student several important areas of concern to the physician which are not dealt with in the scientific curriculum. Issues such as the relationship between medicine and law; religion and philosophy; bio-medical ethics; death, dying and grief are some of the areas covered.

Medicine

P. Webster, Chairman; A. Abdulla; D. Abele; H. Althisar; R. Assad; J. Bailey; M. Bandisode; M. Black; P. Bowen; E. Bransome; W. Brown; L. Brubaker; T. Campbell; A. Carr; R. Carroll; M. Carter; B. Catto; B. Chang; B. Chaudhary; W. Chew; E. Cook; R. Cormier; A. Dennis; P. deSilva; D. Dunlap; A. Elguindi; L. Ellison; J. Elms; G. Faguet; D. Feldman; E. Feldman; R. Fincher; J. Fisher; N. Flowers; M. Frank; G. Garrison; J. Ginsburg; T. Gongaware; J. Greene; J. Griffin; C. Gross; M. Guill; T. Guthrie; L. Hendry; T. Huisman; R. Jarvis; D. Jeffrey; H. Killam; G. King; S. Kirby; R. Kolbeck; T. Kuske; C. Lapp; A. Lehner; S. Leonard; R. Little; F. Livingston; M. Logan; J. Lunn; C. Lutcher; J. Lyon; A. Mandal; A. Mattas; J. McCormick; H. Mealing; H. Middleton; P. Milner; V. Moore; R. Moores; M. Morgan; D. Nelson; M. Page; L. Prisant; J. Rissing; R. Schuessler; B. Schuman; R. Shockley; M. Singh; E. Singletary; A. Sklar; J.G. Smith; D. Smith; T. Smith; J.K. Smith; M. Smith; W. Speir; M. Sridharan; M. Stachura; C. Stafford; N. Stead; J. Steinfeld; H. Sussman; F. Tedesco; B. Thorarinsson; R. Trincher; J. Tyler; R. Villeponteaux; J. Waller; D. Ward; L. Watkins; R. Weinstein; A. Witham; B. Wray.

MED 500. Basic Clerkship in Medicine.

A three month medical clerkship intended to provide a basic grounding for clinical medicine. Organized to help students learn to obtain and evaluate information regarding patients by participating in the health care team. The clerkship emphasizes basic approaches to solving problems presented by illness, particularly in the realm of internal medicine. Scheduled: June, September, December, March.

The 12-week rotation is divided into equal halves which are spent at the MCG, VA or University Hospitals. Students may electively compete by lottery for a limited number of six-week assignments at 1) Memorial Medical Center, Savannah, GA. 2) Eisenhower Medical Center, Fort Gordon, GA. 3) Georgia Baptist Medical Center, Atlanta, Ga. All students must spend at least six weeks at the MCG or VA Hospitals. Scheduled June, September, December and March.

MED 501. Substitute Internship at VA Hospital.
MED 502. Substitute Internship at VA Hospital.

Students in this elective function as acting interns on the general medical services at Veteran Administration Hospital. The student will alternate patients with the intern and will function as the intern in the initial work-up, treatment and care of these patients. The student will be closely supervised by the resident and faculty physician attending on the service. The substitute will be responsible for planning and instituting the diagnostic work-up and therapeutic program for patients. In addition, the substitute will assist in the teaching of junior medical students assigned to his service. In summary, the student will be substitute intern with as much responsibility as may be delegated under the laws of Georgia.

MED 503. Substitute Internship at University Hospital.

Students will function essentially as interns, except that orders on charts must be countersigned. The student will participate in rounds, conferences, clinics, and ward-work. The clinical faculty of the Department of Medicine serves as the primary faculty for this course.

MED 504. Substitute Internship at Eisenhower Hospital (Fort Gordon).
MED 505. Substitute Internship at Eisenhower Hospital (Fort Gordon).

The student will participate in rounds, conferences, clinics, and ward-work. The staff of the hospital will serve as faculty for this course. Students will be assigned to the internal medicine ward services. A maximum of three students at a time can be assigned to internal medicine.

MED 506. Rheumatology.
MED 507. Rheumatology.
A clinical multi- disciplinary experience in the rheumatic diseases with a basic core of material pertinent to major diseases in this area; experience with consulting and clinical material. Special desires for more defined endeavor by the student will be considered.

MED 508. Hematology.
On completion of the elective the student should have the ability to diagnose and treat the common hematologic disorders. This elective is designed to provide the basics in clinical hematology. It includes in-depth study of the pathophysiology hematologic disorders and the techniques of obtaining, preparing, and interpreting blood and marrow morphology are strongly emphasized (as is the performance of routine coagulation screening studies, e.g., prothrombin time, partial thromboplastin time, thrombin time, platelet count and fibrin split products. The Coombs test and hemoglobin electrophoresis are demonstrated as points of departure for discussion of blood banking procedures and the hemoglobinopathies.) A half-day clinic experience each week is arranged to emphasize the diagnosis and therapy of common hematologic disorders.

MED 512. Nephrology.
Experience in clinical nephrology through participation in inpatient consultations, 3-4 times per week student teaching conferences, and once weekly general nephrology outpatient clinic, uremia conference, biopsy conference, and general nephrology conference.

MED 513. Cardiology Consultation Service.
The concentration is on consultative cardiology and electrocardiographic interpretation. The clinical emphasis is on physical diagnosis of cardiovascular diseases. The students will also have the opportunity of familiarizing themselves with the indications, usefulness, and limitations of special procedures such as echocardiognraphy, phonocardiography, stress testing and vectorcardiography.

MED 515. Cardiology at Eisenhower Medical Center (Fort Gordon).
This course is designed to provide basic knowledge in the problems of heart disease and its complications. Students will participate in the care of patients in the Intensive Care Unit as well as on medical wards and out-patient service. They will also spend time understanding and reading electro- cardiograms, vectorcardiograms, and phonocardiograms.

MED 516. Cardiology at VA Hospital.
The concentration is on direct patient care and management based on sound approaches to cardiologic diagnosis. Students will participate in the care of CCU and ward patients as well as outpatient follow-up. Experience in exercise testing, ECG interpretation and exposure to other graphics will be offered.

MED 517. Gastroenterology at MCG Hospital and Clinics.
This course is designed to provide an understanding of clinical aspects of diseases of the digestive system, including endoscopy, interpretation of gastrointestinal X-rays, biopsies and laboratory tests. It consists of rounds, conferences and clinics at the MCG Hospital.

MED 519. Gastroenterology at VA Hospital.
In this course the student becomes familiar with the approaches to the patient with gastrointestinal and liver problems. He is given the opportunity to observe and participate in specialized instrumentation and laboratory studies that are used in this field. The student has the opportunity to plan patient management under the supervision of faculty members.

MED 520. Pulmonary Diseases at ETMH.
This elective course will provide experience in consultative pulmonary medicine. Emphasis will be placed upon clinical evaluation of patients with chest diseases with special attention to the interrelationships of pathological changes in the lungs to altered lung function. The student will gain experience in interpretation of chest roentgenograms, pulmonary function tests, and arterial blood gases. Selected major topics in pulmonary medicine will be covered in a twice weekly lecture series and weekly pulmonary conference.

MED 521. Medical Chest VA Hospital.
A primary care elective on a full-service pulmonary medicine service; emphasis on pulmonary pathophysiology and its application to patients care; complete diagnostic and therapeutics available; includes substantial activity within the pulmonary intensive care unit.

MED 522. Infectious Disease.
This course is designed to provide an opportunity for the students to gain experience in the clinical diagnosis and management of patients with infections, interpretation of specimen stains, cultures and sensitivity data and the appropriate use of antibiotics. The elective consists of rounds and conferences at the MCG, VAH and Dwight David Eisenhower Army Medical Center (Fort Gordon). On call availability is needed. Students may elect which hospital with preferences honored insofar as possible.

MED 523. Nutrition.
The student will give comprehensive medical care as a member of an inter-disciplinary nutrition team. He/she will work with other students from nursing, dentistry, medicine, physician assistant program, and a community health nutrition program. Teams will be preceptored by a faculty team made up of a physician, a registered nurse, and a professional nutritionist, all of whom will be available to the student throughout the clinical experience. Student teams will see patients with hyperlipidemia, obesity, diabetes mellitus, and hypertension, and gain experi-

ence in nutritional aspects of patient care. The student will follow patients who are on parenteral and enteral nutrition, provide nutritional assessment and participate in consultation and student seminars.

MED 524. Electronics as Applied to Medicine.

Attempts to give fundamental knowledge of simple electronic circuits. With this as a basis, discussion if offered on application of electronics in cardiology, electrophysiology and biochemistry. Stress is laid on pitfalls and limitations in use of electronic measurements systems.

MED 525. Preceptorship in Internal Medicine.
(Special Elective)

Clinical preceptorships spent working closely with members of the clinical faculty of the Department of Medicine can be arranged. Each student will accompany the perceptor in his office and hospital functions during the period of the elective.

MED 528. Off-Campus Elective.
(Special Elective)

Special arrangements can be made for elective periods of one to two months in the Department of Medicine at other medical schools and teaching institutions. These electives can be spent in general internal medicine of medical subspecialties.

MED 529. Research Elective in Medicine.
(Special Elective)

Opportunity to participate in research programs being conducted by members of the faculty of the Department of Medicine. A list of projects and preceptors is available in the office of the chairman of the Department of Medicine.

MED 530. College Health.

Out-patient and in-patient diagnosis and treatment of physical and mental health problems in college students at the University of Georgia under the supervision of full-time staff. Regular conferences, reference library, laboratory and X-ray facilities. Allowance is made for living expenses while in Athens.

MED 532. Advanced Clerkship at Savannah Memorial Hospital.

Advanced medical clerkship in internal medicine. Includes work-up of patients with hospital and clinic attendance on rounds and at conferences. Teaching is done by full-time faculty and practicing physicians.

MED 533. Advanced Clerkship at the Medical Center, Central Georgia, Macon, GA.
(Special Elective)

The student will be assigned to a specific ward where he will see, evaluate and suggest diagnostic and therapeutic regimens on 3 new patients each week, under the tutelage of members of the medical staff. He will attend two general practice out-patient clinics and 3 sessions of teaching rounds each week. He will be assigned night duty as any extern every fourth night. He will be expected to participate in medical grand rounds every Wednesday morning as well as other regularly scheduled medical conferences.

MED 534. Advanced Clerkship at Georgia Baptist Hospital.
(Special Elective)

The Department of Medicine at Georgia Baptist Hospital in Atlanta, Ga. offers a clerkship in internal medicine for senior students interested in general internal medicine, cardiovascular or pulmonary medicine and gastroenterology. Two clerkships are offered for any given period of time and will involve evaluation and management of patients — both inpatient and out-patient. The program, to include conferences, rounds and seminars, is under the direction of full-time department physicians in internal medicine.

MED 535. Hypertension.

Over 840 patients with a high blood pressure disease are being followed on an out-patient basis. The diseases are varied: around 15 percent have either renovascular high blood pressure, past phechromocytoma, endocrine high blood pressure, or renal disease. The majority have essential hypertension. This is an opportunity to have an experience with the many medical, social and economical problems encountered with continued control of blood pressure affects around 10-15 percent of adult Americans Physicians have to face this problem and should be able to handle it efficiently and correctly.

MED 536. Nephrology — VA Hospital.

Experience in clinical nephrology predominantly through evaluation and management of inpatient consultations, with emphasis on electrolyte problems, acute and chronic renal failure. Teaching conferences and seminars will be held in conjunction with MED 512. Some of these will be based at MCG throughout, some will be alternated between the Hospital and the VA, but scheduled so as not to conflict with VA activities. Includes some outpatient experience at the VA Renal Clinic.

MED 537. Diabetes Camp Elective

The diabetes camp elective was established in cooperation with the Georgia Diabetes Association. Since 1971 the Georgia Diabetes Association has operated a two-week camp for diabetic children ages 9 to 15. The diabetes unit at the Medical College of Georgia provides physician support for the camp, in concert with the Department of Pediatrics, and physicians in the Atlanta area. Students spend the entire two weeks in residence at the camp and actively participate in all aspects of care of the children including general medical care, designing and observing diabetic treatment regiments, and the basic procedure of teaching the patient. The camp provides a unique opportunity for close observation and treatment of juvenile diabetics. Staff includes strong dietary support, diabetes teaching nurse specialists, house staff coverage via Department of Pediatrics faculty (Diabetologists from MCG and Emory). Didactic sessions will be given before or after the camp, during the other two weeks of the elective. These will cover newer aspects of diabetes etiology, pathophysiology, complications and treatment. Diabetes and metabolic clinics can be attended at that time.

MED 538. Clinical Cardiology — Humana Hospital, Augusta.
The student will serve as an extern to three physicians engaged in the group practice of cardiology. This will involve diagnostic work-up, rounding on hospitalized patients, and training in the use of invasive and non- invasive techniques of patient study including EKG, flouroscopy, treadmill, echocardiography, external pulse recordings and cardiac catheterizations. An eight-bed coronary care unit is heavily utilized and emergency procedures are stressed. The same self-teaching aids and end of course testing will be used as in MED 513.

MED 540. Pulmonary Medicine — VA Hospital.
A consult service elective featuring the availability of the full gamut of pulmonary diagnostic techniques, emphasis on pathophysiology and its application to patient care; access to the pulmonary intensive care unit guaranteed.

MED 543. Pulmonary Elective for Senior Students at Eisenhower Medical Center (Fort Gordon).
The pulmonary disease elective will give the student exposure to all facets of acute and chronic pulmonary diseases. In-patient and out-patient consultations will be performed under the supervision of the Pulmonary Disease Officer. There will be opportunity for the student to participate in the evaluation of patients for bronchoscopy and to observe that procedure. Students will be exposed to the fundamentals of a sophisticated pulmonary laboratory and will be expected to learn the basic interpretation of pulmonary function tests. The student will be expected to participate in teaching conferences involving the pulmonary disease service.

MED 544. Gastroenterology at Eisenhower Medical Center (Fort Gordon) for Senior Medical Students.
The student is expected to participate in all aspects of the Gastroenterology service, including in-patient and out-patient consultations, and to observe GI procedures such as gastroscopy, colonoscopy, laparoscopy. The student will be taught proctoscopy in the weekly proctoscopy clinic. Basic GI physiology and pathophysiology will be stressed. The number of patients seen will be limited and the student will be expected to provide references appropriate for each case evaluated. A reading syllabus covering basic GI physiology will be provided. The student is expected to give a 15 minute seminar once a week on a topic of his/her choice covering an area of basic physiology. The student is expected to attend GI Journal Club and GI Pathology conferences Thursday afternoon at MCG.

MED 545. Medical Oncology — MCG Hospital.
The student will be exposed to problems of neoplastic disorders. Approach to diagnosis and management as well as general principles of cancer chemotherapy will be stressed. The importance of interdisciplinary cancer decision making (internist, surgeon, radiation therapist, pathologist, nursing, and social service support) will be emphasized. Active student participation in a clinical research project is encouraged.

MED 547. Clinical Cardiology — VA Hospital.
The concentration is on consultative cardiology and electrocardiographic interpretation. The clinical emphasis is on physical diagnosis and differential diagnosis of cardiovascular diseases. The students will also have the opportunity of familiarizing with the indications, usefulness and limitations of special procedures such as echocardiography, phonocardiography, stress testing and vector cardiography.

MED 548. Clinical Endocrinology (Medicine).
This elective will primarily involve consultations at the MCG Hospital and VAMC usually in collaboration with a medical resident. There is only a limited amount of primary care of hospital inpatients and attendance at Diabetes Clinic (MCG) Metabolic- Endocrine Clinic (MCG) and Endocrinology Clinic (VAMC). The review of these cases will be with an attending physician and will provide the setting for teaching in the areas of diabetes, diseases of the thyroid developmental problem, virilization, and electrolyte disorders. Didactic material (Core lectures) will be given several times a week in a two-month cycle in coordination with ITD 501-E. Students will be expected to attend and make case presentations at interdepartmental rounds on Friday afternoons. Students will be encouraged to read the relevant clinical literature.

MED 549. Clinical Cardiology.
Students will have an exposure to clinical cardiology both in a hospital setting as well as the office. Students will be involved in the evaluation of new patients as well as management of routine follow-up of patients in terms of physical examinations and discussion of acceptable methods of therapy. In addition, the student will become familiar with treadmill exercise testing, both in the office as well as hospital setting. The cardiologist preceptors have a two-dimensional sector scanner in the office that is used on an almost daily basis, so that the student will also become exposed to both M-Mode echocardiography and the newer technique of two-dimensional sector scanning. This will provide additional means of evaluation of patients with underlying valvular or myocradial function abnormalities. An average of from 4 to 5 cardiac catheterizations per week are performed at the catheterization lab at University Hospital and the student would have some exposure to these patients. The student would not be expected to assist during this procedure but rather to become familiar with the techniques and indications of the procedure.

This elective will provide the opportunity for a senior medical student to evaluate a patient in the office and follow his activity both as an outpatient as well as through a hospital admission to include certain diagnostic tests. Hopefully, this would allow the student to formulate his own method of appropriate evaulation and therapy in patients with cardiovascular illnesses.

MED 553. Applications of Computers in Medicine.

This course allows student to study the application of computers to medicine. It allows individuals with any level of expertise to learn about the applications of computers in medicine. Students will conduct a study of applications of interest to them and will turn in a brief description of the results of their study. Projects may include evaluations of software or hardware, development of a computer program, a report of particular applications, etc.

Neurology

T. Swift, Chairman; J. Armstrong; C. Branch; G. Carl; M. Cohen; J. Collins; R. Craft; P. Dyken; D. Feldman; H. Flanigin; B. Gallagher; M. Haas; O. Ham; W. Hamilton; L. Hartlage; P. Hartlage; D. King; N. Krawiecki; M. Martin; C. McClure; J. McCord; E. Mendoza; G. Mushet; F. Nichols; M. Rivner; C. Rosengart; D. Smith; E. So; T. Sprinkle; T. Thevaos; J. Trefz.

NEU 500. Basic Clerkship in Neuroscience.

This four-week clerkship is designed to provide an introduction to general neurology through direct supervised management. The acquisition of basic skills in history taking and physical diagnosis of neurological patients is stressed. Emphasis will be placed on the ability to assimilate historical information and physical findings to arrive at a diagnosis of an existing neurological lesion. The recognition and management of neurological emergencies will be included. The student will be introduced to the use of diagnostic aids.

NEU 501. Acting Internship in Adult Neurology.
(Special Elective).

This is a primary care elective. The student will have responsibility for neurological inpatients and will participate in rounds, conferences, and assist with the diagnostic procedures involving his/her patients. The student will be expected to participate in the on-call rotation with other housestaff.

NEU 502. Consultation and Clinics in Adult Neurology.
(Special Elective).

This elective is designed to provide an introduction into decision-making in neurology. The student will attend adult neurology clinics and participate in the direct evaluation of patients on the consultation service. This rotation will provide the student ample opportunity to examine and evaluate a wide range of neurological problems. A close working relationship with the neurology attending faculty will allow maximal learning potential.

NEU 519. Clinical and Research Elective in Neurology.

NEU 520. Clinical and Research Elective in Neurology.

NEU 521. Clinical and Research Elective in Neurology .
(Special Elective)

These electives will allow the student an opportunity to concentrate on a specific area of neurology. Clinical responsibility and/or research opportunities are available. In most instances, the specific program can be tailored to the interests and needs of the student. These electives must be arranged with the individual preceptor at least two months prior to the beginning of the rotation.

On-campus electives that are available include: EEG-Evoked Potential; Epilepsy; Electromyography; Neurochemistry Research, Nueromuscular Disease, Neuropharmacology; Neuropsychology, Neurobehavior. Other on-campus electives may be arranged with an individual preceptor. Off-campus electives include: Neurology of Leprosy, Carville, La; and Private Practice of Neurology, Gainesville, Ga.

ITD 502, ITD 503, and ITD 504. Acting Internship Pediatric Neurology.

See course description under Interdepartmental Courses.

ITD 550. Neuroscience.

See course description under Interdepartmental Courses.

ITD 560. Physical Diagnosis (Phase I).

See course description under Interdepartmental Courses.

Obstetrics and Gynecology

D. Sherline, Chairman; A. Ansari; J. Boldt; G. Broadnax; W. Butler; L. Devoe; H. Fadel; D. Gallup; H. Hadi; G. Holzman; P. McDonough; W. Metheny; G. Nelson; S. Padilla; J. Podlas; R. Reindollar; N. Sehgal; O. Talledo; S. Tho.

OBG 500. Basic Clerkship in Obstetrics and Gynecology.

This required basic clerkship of six weeks duration combines in-patient and out-patient experience in human reproduction and in disorders of the female reproductive system. Some students will be at MCG Hospital. They will spend three weeks on the obstetrics service and three weeks on the gynecology service. Students may be assigned to 1) Medical College of Georgia Hospitals and Clinics, 2) Eisenhower Army Medical Center, 3) University Hospital, 4) Memorial Medical Center of Savannah, 5) The Medical Center of Columbus, 6) Georgia Baptist Hospital of Atlanta, for their clinical experience in obstetrics and gynecology.

OBG 501. Obstetrics and Gynecology.
(Special Elective with Hospital Medical School)

This senior elective is offered by arrangement with various hospitals and medical schools in the United States and overseas. The course will be designed to fit each student 's particular needs and may be either clinically oriented or research oriented.

The student must obtain a letter of acceptance stating who will be the supervisor and evaluator. A curriculum vitae showing OB- GYN training of the supervisor is needed. Formal evaluations required.

OBG 503. Substitute Internship in Obstetrics and Gynecology.
(University Hospital)

The senior elective is offered at the University Hospital where the student works under the supervision of the Medical College of Georgia residents and clinical faculty on the ward service. The student is given responsibility for the evaluation and care of patients consistent with demonstrated abilities.

OBG 505. Research Laboratory.
(Special Elective at MCG.)

The student will have the opportunity to design original studies or pursue ongoing research projects in either the biochemical or biophysical assessment laboratories. This elective is flexible and can be tailored to the specific interests of the student. Current projects include intrauterine fetal breathing observation, analysis of fetal heart rate patterns, evaluation of fetal lung maturation in various maternal-fetal conditions and effect of PGE 2 gel on cervical ripening prior to labor induction.

OBG 506. Maternal- Fetal Medicine.
(Special Elective)

This is a clinically oriented block of time during which the student will participate in the antepartum, delivery, and post partum care of high risk obstetric patients. Responsibilities are those of a subintern working closely with the OB housestaff, including night call in Labor and Delivery. The student will also present cases at the clinical conferences dealing with high risk pregnancies.

OBG 507. Special Elective in Reproductive Endocrinology and Genetics at MCG and Humana Hospital, Augusta.

The student will participate in the Reproductive Endoctrinology and Genetics Clinic at the Medical College of Georgia. One entire day per week at the Medical College of Georgia will be devoted to the prenatal diagnosis and precenceptional genetic counseling. Two days at Humana Hospital and one day at the Medical College of Georgia each week will be devoted to the infertility surgery. Two days a week will be devoted to the management of patients, singles or couples, with reproductive endocrine problems. The general diagnostic areas which will be covered are as follows: Evaluation, diagnosis and management of couples with infertility, diagnosis and management of menstrual dysfunction, diagnosis and management of androgen over-production, a knowledge of gross and microscopic pathology relating to reproductive endocrinology, observation of reconstructive and reparative surgery involving congenital and acquired defect of the female genital tract, gross and microscopic pathology relating to reproductive endocrinology, basic knowledge of the pharmacology of hormones, and preconceptional and genetic counseling and prenatal diagnosis.

OBG 509. Special Elective in Gynecologic Oncology.

The student will participate in all aspects of gynecologic oncology during this rotation to include exposure to radical gynecologic surgery, the use of specialized instruments in female genital cancer, such as the LASER and the administration of chemotherapy.

Clinic time will consist of examining patients, under supervision, who are pre-treatment or post-treatment gynecologic oncology patients. He or she will observe the use of colposcopy, cryotherapy, outpatient cystoscopy and special biopsy procedures involving the female genital tract cancers and their precursors.

An opportunity to participate in clinical research will be provided.

OBG 510. Special Elective in Benign Gynecology.

The student will participate in the management of outpatient gynecology patients in an expanded manner. The student's experience will include performance of diagnostic procedures such as vulvar and endometrial biopsies, and exposure to urodynamics and the care of the patient with incontinence.

On the ward the student will be assigned selected patients and will be responsible for preoperative and postoperative patient management. These patients will be followed to the operating room and will include both vaginal and abdominal gynecologic procedures.

An opportunity to participate in clinical research will be provided and is strongly encouraged.

OBG 512. Obstetrics and Gynecology.
(Georgia Baptist, Atlanta, Georgia)

The senior student is assigned responsibilty for the evaluation and care of obstetric and gynecologic patients under the supervision of the resident physician and staff physicians.

Ophthalmology

M. Luxenberg, Chairman; K. Green; D. Hull; W. Jay; V. Pakalnis.

OPH 501 Ophthalmology Clerkship
(Advanced Course — Clerkship)

The student participates with the residents and faculty in their daily departmental activities. This includes seeing and evaluating patients with the residents and faculty, participation in work rounds, conferences and lectures, and observation of some surgical procedures.

OPH 502. Ophthalmology Research Elective.
(Special Elective)

An area of mutual interest to the student and faculty supervisor will be selected. The student will outline his research project with literature references and carry it out under supervision. A written report on the project is required at the end of the elective period.

OPH 503. Ophthalmology Off-Campus Experience.
(Special Elective)

Special arrangements can be made for elective periods of one or two months in a Department of Ophthalmology at another medical school, to study some phase of ophthalmology such as ophthalmic pathology, neuro- ophthalmology, etc. Written approval must be obtained in advance from both the MCG Department of Ophthalmology and the department where the elective is to be taken. A resume of work done will be turned in to the MCG Department of Ophthalmology at the end of the rotation, and a letter of evaluation from the supervising department is required.

Pathology

A.B. Chandler, Chairman; W. Allsbrook; R. Altman; C.R. Baisden; C.R. Chamberlain; H. Conner; J. Crosby; B. Edwards; D.G. Falls; F. John; N. Khankhanian; J. Krauss; P.J. Larison; S. Lobel; L. Mills; P. Milner; L. Otken; C. Pantazis; H. Puchtler; R. Rao; G. Rinker; B. Spurlock; J. Steele; L. Stoddard; J.R. Teabeaut; F. Waldrop; F. Yaghmai.

PTH 502. Current Autopsy Case Studies.

The study of human disease by thorough autopsy investigation.

PTH 503. Research in Histochemistry.

Major categories available in the study and application of new and existing histological techniques.

PTH 504. University Hospital Pathology Laboratory.

Offerings in most phases of the practice of pathology including surgical pathology, autopsies, hematology, blood banking, chemistry, bacteriology, immunopathology, cytology and radioisotopes.

PTH 506. Nuclear Medicine.

Students will become familiar with current applications of radioisotopes to clinical problems.

PTH 507. Surgical Pathology.

Participation in all activities of surgical pathology. Limited responsibility under supervision will be commensurate with ability.

PTH 508. St. Francis Hospital Pathology Laboratory.

Various programs on the performance and study of autopsies and surgical pathology material, and procedures in specific laboratory areas.

PTH 509. Teaching Elective in General and Special Pathology.

Individual programs arranged for teaching of pathology during Phase II using the case teaching seminar method. During June, July, and August, the elective will consist of case study and preparation of teaching materials from autopsy and surgical pathology.

PTH 515. General Clinical Laboratory.

Practical application of clinical laboratory methods and evaluation of results. Opportunity to learn the techniques of hematology, microbiology, clinical chemistry, microscopy, immunohematology, and blood banking.

PTH 516. Cardiac Pathology.

Opportunity to investigate a special problem in cardiac pathology, usually with correlation of abnormal structure and abnormal function.

PTH 518. Laboratory Hematology.

Opportunity to learn and understand how to correlate the practice of laboratory hematology as it is applied to clinical medicine.

PTH 519. Basic Neuropathology.

Basic elective for students who intend to choose pathology, neurosurgery, neurology, or other neurological science related fields as a subspecialty in a medical career.

PTH 520. Introductory Electron Microscopy.

Opportunity to learn techniques employed in biological electron microscopy and their applications to teaching and research pathology.

PTH 522. Renal Biopsies.

A clinical-pathological study of renal biopsies.

PTH 523. Application of Histochemistry to Human Diseases.

The students can apply histochemistry methods to the study of a variety of diseases.

PTH 526. Coagulation and Hemostasis.

The student will learn the techniques of a coagulation and hemostasis laboratory and their relevance to clinical medicine. Basic knowledge of biochemistry, physiology and pathology is necessary.

PTH 528. Anatomic Pathology.

A preceptorship in which practicing pathologists give medical students personal training in the practice of pathology.

PTH 529. Eisenhower Army Medical Center, Department of Pathology.

Students may participate in all phases of the practice of anatomic and clinical pathology.

PTH 530. Gynecologic Cytopathology.

The student will study gynecologic cytology by investigation and follow-up of selected patients. Correlation of cytologic findings with histopathology and clinical course will be emphasized.

PTH 532. Gastrointestinal Pathology.
Individually arranged study of biopsies of liver and gastrointestinal tract from VAMC and MCG with clinicopathological correlation.

PTH 534. Fluorescent Antibody Techniques.
Application of fluorescent antibody techniques to specific clinical investigation in the field of microbiology and immunopathology.

PTH 535. Tumor Biology.
Students will be given a 3-5 month research project that concerns understanding and interpretation of cancer cells along developmental lines.

PTH 536. Clinical Microbiology.
Practical learning experience in bacteriology, blood cultures, TB/fungus, and parasitology by observing and performing standard procedures.

PTH 537. Primary Care Laboratory.
For students interested in learning the principles, utilization and interpretation of laboratory tests. Learning material will include the Primary Care Laboratory daily work load.

PTH 538. Techniques for the Morphological Study of Human Tissues and Organs.
Individually planned program emphasizing current and new techniques for the study of tissues and organs in the laboratories and services in anatomic pathology.

PTH 539. Urologic Pathology.
Designed for students interested in pathology of the lower urinary tract and male genital system. Gross and microscopic pathology and clinicopathologic correlations will be emphasized.

PTH 550. Pathology.
Medical education through pathology, clinical and anatomic, is based on students studying cases of human disease with guidance provided by the teaching faculty. Approximately three hundred cases -- gross material, selected microscopic slides, clinical laboratory data, x-rays, and protocols -- and divided into four categories: hemodynamics, inflammation, neoplasis, genetic and metabolic. Sixteen students, case materials, and an instructor gather in a module for learning by presentation and analysis of cases. The emphasis is understanding pathogenesis of structural changes at all levels, and correlation with resultant alternations of laboratory and clinical data. With this background of museum case study, each student is responsible for participation and presentation of a case from the current autopsy service. The museum case studies and the fresh autopsy cases cover all subspecialties of pathology under one or more of the categories listed above. Lectures in clinical, anatomic, and subspecialty pathology are minimized. Those that are given are for overview and orientation rather than to cover factual material more readily available elsewhere. Wet clinical pathology exercises are approximately interspersed. For example, a laboratory session on analysis of urine samples and correlation with anatomic slides of kidneys is scheduled under inflammation category. A self-instruction center, and computer-assisted instruction are available as alternate tracts for learning (PTH 560, Laboratory Medicine, has been merged into this course).

Pediatrics

A. Pruitt, Chairman; F. Arensman; E. Aziz; J. Bennett; C. Bunyapen; R. Campbell; J. Carroll; M. Carter; M. Cohen; W. Covitz; F. Cox; C. Davis; R. DuRant; A. Fischer; D. Flannery; M. Greenberg; M. Guill; D. Hahn; L. Hartlage; P. Hartlage; W. Hoffman; C. Howell; S. Hsia; S. Jay; W. Kanto; K. Karlson; W. Karp; C. Linder; J. McDaniel; K. McKie; V. McKie; H. O'Rear; J. Orosz; R. Parrish; S. Perlman; R. Reindollar; A. Robertson; A. Smith; J. Smith; R. Smith; C. Stafford; C. Steinhart; W. Strong; T. Thevaos; J. Tischfield; D. Vanderzalm; W. Weston; B. Wray.

PED 500. Basic Clerkship in Pediatrics.
This six-week pediatric clerkship provides basic education in child health. The recognition of normal developmental patterns, as well as the impact of age upon the expression of disease, will be emphasized. Students will develop skills in history taking, physical assessment, and in laboratory interpretation within various age groups, which comprise pediatric practice. A lecture-conference series accompanies the clinical rotations—nursery, ward and clinics—and is designed to help promote the acquistions of knowledge pertaining to health maintenance, and to teach the students how to approach common pediatric disorders. The clerkship is offered in Atlanta, Savannah and Augusta.

PED 501. Substitute Neonatal Intern.
(Special Elective)
Prerequisite: PED 500
The student will serve as the primary physician (acting intern) for patients assigned by the senior NICU resident. Under the supervision of the senior resident and the attending neonatologist, the student will participate actively in the care of term and low birth weight newborn infants. The student will learn special techniques involving evaluation and management of high risk and ill infants. Students will also participate in the follow-up evaluation of infants discharged from the NICU.

PED 502. Fort Gordon Pediatric Clinic.
Prerequisite: PED 500.
Students are given the opportunity to assume progressive responsibility and independent judgment in the management of pediatric patients in a group practice setting under the preceptorship of Army pediatricians. A broad range of general pediatric medical care is emphasized in out-patient clinics. Student will participate in morning report and clinical lectures.

PED 503. Off-Campus Clerkship
(Special Elective)
Prerequisite: PED 500

This special elective is offered to provide the student with experience in pediatrics in an off-campus setting. It can be served either in a hospital or in a preceptor's office by prior arrangement with them and the department. Selection of a setting can be best accomplished through counsel with your advisor.

PED 504. Pediatric Clerkship at Gracewood.
(Special Elective)
Prerequisite: PED 500

This special elective provides inpatient care, outpatient care, conferences and seminars, all related to the multi- disciplinary problems of the mentally retarded.

PED 508. Pediatric Cardiology.
Prerequisite: PED 500

This course offers experience in the study of congenital and acquired heart disease with emphasis on the clinical manifestations and findings, and electrocardiographic interpretation. Correlation of the anatomic malformation with the physiologic alterations are emphasized. A course in ECG reading will be given during the elective. Research interests may be developed or continued from previous related electives.

PED 509. Allergy and Clinical Immunology.
Prerequisite: PED 500

Students will participate in evaluation and management of patients of all ages with suspected allergic and immunologic disorders. There is flexibility of emphasis, depending upon special interests of the student. Clinical experience is provided in MCG Hospital and Clinics and Eisenhower Medical Center.

PED 511. Pediatric Research.
(Special Elective)
Prerequisite: PED 500

This elective consists of research experience in selected areas of pediatrics through special arrangement with the pediatric faculty. For example, if a student desires to have an in-depth experience around a procedural technique or a specific investigative methodology, he/she may arrange this with a member of the faculty.

PED 513-A. Substitute Pediatric Intern.
(Special Elective)
PED 513-B. Substitute Pediatric Intern.
(Special Elective)
Prerequisite: PED 500

The pediatric substitute intern will serve as an active member (acting intern) of the pediatric housestaff under the supervision of the pediatric resident and a pediatric faculty member. The student will have the opportunity for progressive experience in the inpatient care. In addition the University Hospital rotation includes a limited out-patient experience. Specify whether you are requesting PED 513-A- MCG Hospital or PED 513-B-University Hospital.

PED 514. Scottish Rite Hospital Clerkship.
(Special Elective)
Prerequisite: PED 500

The student will be afforded room and board at the Scottish Rite Hospital. Teaching rounds will be made mornings in the hospital. The morning period will be spent seeing patients in one of the hospital's 43 specialty clinics, involving all of the medical and surgical pediatric specialties. In the afternoon, the student will be involved in working up medical inpatient admissions or working in private pediatrician's offices. For certain students, a rotation through the Northside Hospital Newborn Nursery can be arranged. Rounds will be made by one of the neonatologists at the hospital. Time can be spent in the Scottish Rite emergency room just for children with the pediatrician trained in emergency care.

PED 516. Community Pediatrics At Columbus Medical Center.
(Special Elective)
Prerequisite: PED 500

As the second largest city in the state, Columbus serves the health needs of the children of much of west-central Georgia and east-central Alabama. The student will experience health care in both the private and public sectors. Experiences will include office contact with a private pediatrician, clinic attendance at public well child and specialty clinics, emergency services and interaction with other health providers. These include the school system, rehabilitation programs, speech and language clinicians and day-care centers. There will be sufficient flexibility to meet the student's individual needs.

PED 517. Pediatric Cardiology Elective.
(Special Elective)
Prerequisite: PED 500

A special research elective in selected areas of pediatric cardiology through special arrangement with the pediatric cardiology staff. Electives in echocradiograph, nuclear cardiology and preventive cardiology are also available.

PED 518-A. Pediatric Clerkship at Savannah Medical Center.
(Special Elective)
PED 518-B. Pediatric Clerkship at Savannah Medical Center.
(Special Elective)
PED 518-C. Pediatric Clerkship at Savannah Medical Center.
(Special Elective)
Prerequisite: PED 500

This sub- internship is conducted at the Memorial Medical Center of Savannah under the direction of Dr. Martin H. Greenberg. The elective can be arranged, provided that at least 6 weeks advance notice is given, with major interest in (A) neonatology, (B) general pediatrics, or (C) child development. (Outpatient or inpatient experience can receive major emphasis). There is flexibility to meet the student's individual needs. Adequate time will be allowed for reading and/or individual clinical pursuits.

PED 519. Pediatric Infectious Disease.
Prerequisite: PED 500

This course offers clinical experience in the common infections in children. Correlation with the clinical microbiology of infection is emphasized. Students will participate actively in outpatient and inpatinet consultations. Research interests may be developed within the limits of time and capabilities of the infectious disease laboratory.

PED 520. Pulmonary Pediatrics.
(Special Elective)
Prerequisite: PED 500

The student on this elective will have clinical experience in evaluation and management of patients with acute and chronic pediatric pulmonary problems. Time is spent in the clinic, general wards, and the pediatric ICU. The reading done during the rotation will give the student a basic understanding of chest x-ray blood gas analysis, pathophysiology of pediatric lung disease, and respiratory failure.

PED 524. University Hospital Pediatric Emergency Room.
(Special Elective)
Prerequisite: PED 500

This elective offers the student exposure to a variety of presentations and problems in pediatric acute care; medical illnesses, trauma, minor surgical procedures, as well as major emergencies. There will be an opportunity to assume progressive responsibility for patient care as an extern under the supervision and guidance of Emergency Room pediatricians. Emphasis is placed on experential learning and the student will follow his/her patients' progress in this unique Emergency Room setting. Students will be required to work every other weekend.

PED 525. Pediatric Hematology/ Oncology.
(Special Elective)
Prerequisite: PED 500

This elective involves both outpatient and inpatient care. The student will have a maximum inpatient census of four patients. The student will learn how to formulate a diagnostic workup to rule in or out pertinent diagnosis. A treatment plan will be developed and the multi- disciplinary approach to patient management will be emphasized. You will participate in daily work rounds and attending rounds. Blood smears and bone marrow aspirates performed on assigned patients will be reviewed with you.

An outpatient Hematology- Oncolocy Conference is held on Friday afternoon, and the student will discuss a patient-related topic each week. A required reading list will be provided. Students will maintain a list of their patients and submit it at the end of the rotation. An oral examination will be given at the conclusion of the rotation, based on the required reading and the self-reported patient list.

PED 526. Pediatric Critical Care.
(Special Elective)
Prerequisite: PED 500

This course is intended for students interested in critical care for infants and children. A pathophysiologic approach to organ systems failure is taught during patient rounds, didactic presentations, bedside care, and individual reading. Students are assigned patients under the supervision of housestaff and the ICU attending. The elective is not an acting internship and is not intended as a primary elective in patient management. The setting is the Pediatric ICU at MCG Hospital. Those interested in pediatric and/or anesthesia are encouraged to enroll. Night call (out of hospital) is arranged through the ICU attending.

PED 527. Medical Genetics.
Prerequisite: PED 500

This elective is designed to expose the student to all aspects of clinical medical genetics. Students will participate in the evaluation and care of patients with genetic disorders. They will learn about birth defects, dysmorphology, dermatoglyphics, metabolic screening, metabolic disease. Students will participate in genetic counseling clinic and have the opportunity to see prenatal testing. Students will have the opportunity to observe the cytogenetics laboratory function, and if they so desire, perform their own karyotype. They will also observe the metabolic screening laboratory. Night call is not required. Students will have a core curriculum of directed reading.

Pharmacology and Toxicology

L. Greenbaum, Chairman; R. Aronstam; J. Buccafusco; A. Carr; G. Carrier; J. Catravas; A. Ciarlone; B. Fry; L. Gangarosa; W. Geber; B. Goldstein; M. Johnson; A. Karow; J. Kling; M. Logan; R. Longe; T. Narayanan; J. Pruett; M. Riley; C. Watkins.

PHM 301. Introduction to Pharmacology. **(6-0-5 hours)**

Lectures designed to survey the interactions between drugs and living systems. The emphasis is on chemicals and drugs used in the treatment of disease; what they do and how the body responds and disposes of them. Six hours of lectures per week.

PHM 501. Toxicology. **(one month)**
(Special Elective)
Prerequisites: PHM 551

Student will participate in discussion and review of several aspects of toxicology including heavy metals, gaseous poisons, industrial and agricultural chemicals, poisonous plants and venoms. Emphasis is on human toxicology and includes selected case reports. Time and credit to be arranged.

PHM 509. Tutorial Elective in Pharmacology. **(one or two months)**
(Special Elective)
Prerequisite: PHM 551

Students may elect to study in-depth a specific area in pharmacology under the guidance of one of more faculty members most familiar with that specific area. A list of faculty preceptors and subject areas is available in the Pharmacology Department Office (CB 3B14). Arrangements to be made by the students with the member(s) of the faculty involved in the tutorial program. Topic, time and credit to be arranged.

PHM 510. Research Elective in Pharmacology. (one or two months)
(Special Elective)
Prerequisite: PHM 551

Opportunity to participate in research programs being conducted by members of the faculty of the Department of Pharmacology. A list of faculty preceptors and projects is available in the Pharmacology Department Office (CB 3B14). Arrangements to made by the students with a member of the faculty. Topic, time and credit to be arranged.

PHM 551. Human Pharmacology. (11-0-11 hours)
Prerequisite: Second-year standing in the School of Medicine.

A two-quarter course. The objective is to provide the student with the necessary background to practice rational drug therapy. Emphasis is on the major classes of drugs and how they act in humans.

Physiology

R. Little, Chairman; G. Bond; I. Ehrhart; J. Ginsburg; R. Godt; C. Hendrick; W. Hofman; W.F. Jackson; W.J. Jackson; T. Nosek; T. Ogle; S. Porterfield; S. Stoney; C. Watkins; V. Wiedmeier.

PHY 200 Introduction to Physiology. (5 hours)

An analytic approach to the principles of mammalian physiology with emphasis on life processes and homeostasis is presented by means of lectures and conferences. The general principles introduced at the start of the course are used to highlight the coverage of the organ systems and their interaction presented during the remainder of the course.

PHY 210. Introductory Human Physiology. (5-2-6 hours)
Prerequisite: College Biology

The elements of human physiology with an introduction to the function of the major organ systems of the body, their interaction and control.

PHY 311. Principles of Human Physiology I. (5-0-5 hours)

PHY 312. Principles of Human Physiology II. (5-0-5 hours)
Prerequisite: PHY 311. Inorganic chemistry, one physics course and a course in human anatomy (may be taken concurrently): or permission of the instructor.

A two-quarter course sequence giving detailed coverage of the major organ systems of the body, their interactions and control. This will include lectures, demonstrations, discussion groups, and laboratory work as appropriate.

PHY 501. Special Elective in Physiology.
Prerequisite: Student in School of Medicine.

Lecture and/or laboratories studies in physiology. Topic, time and credit hours to be arranged.

PHY 550. Medical Physiology I. (15-4-17 hours)
Prerequisite: First-year standing in School of Medicine

First of two-quarter sequence presenting an intensive treatment of mammalian organ systems, the cell, electro-physiology; peripheral nerve and reflexes; muscle; and cardiovascular.

PHY 555. Tutorial In Physiology. (2-0-2 hours)
Prerequisite: Only students previously registered for PHY 550 and 551 and permission of Department.

A brief review of medical physiology.

PHY 690. Review of Human Physiology. (6-0-6 hours)
Prerequisite: Graduate standing in the School of Nursing or permission of the Department of Physiology.

A review of human physiology emphasizing current concepts of organ function and their relationship to disease status. (Formerly PHY 590)

ITD 550. Neuroscience. (7-4-9 hours)
Prerequisite: First year standing in School of Medicine

See course description under Interdepartmental Courses.

Psychiatry

E. Pattison, Chairman; J. Arena; R. Bagge'; J. Benson; L. Bishop; R. Borison; P. Boudewyns; J. Brandsma; J. Buccafusco; G. Carl; B. Diamond; R. Elkins; J. Ernst; S. Finch; E. Ford; J. Frey; E. Hackett; T. Hester; A. Hitri; D. Hobson; M. Jacob; R. Jacobsen; R. Jarvis; L. Jones; E. Loomis; P. Mabe; G. Marshall; E.J. McCranis; E. McCranie; M. McCranie; C. Meyer; G. Morgan; T. Mould; R. Ness; W. Nolan; W. O'Leary; C. Phillips; D. Poston; W. Quillian; E. Read; W. Riley; J. Schear; C. Seegar; B. Sell; C. Shah; V. Shukla; B. Sisson; W. Sisson; E. Sperr; S. Sperr; D. Sunde; M. Sved; G. Swanson; A. Tamkin; F. Treiber; C. Walker; N. Wallace; G. Williams; O. Wilson; R. Weinstein.

PSY 500. Basic Clerkship in Psychiatry.

This required clerkship will provide the student intensive experience with psychiatric in-patients. With collaboration and guidance of the staff, the student will do a complete work-up on assigned patients, including physical examination, mental status, and psychodynamic formulation. The student will then proceed with treatment with emphasis on supervised psychotherapy, including medication and other therapies as indicated.

PSY 501. General Psychiatry Tutorial.
(Special Elective)

Guided topical readings in areas of specialized student interest.

PSY 502. Clinical Clerkship at Eisenhower Army Medical Center.
(Special Elective)

Supervised case evaluation and treatment of psychiatric in-patients or out-patients. Various treatment modalities are utilized, including individual and group psychotherapy, Psychopharmacologic treatment.

PSY 505. Child and Adolescent Psychiatry.

Guided experience, reading and research related to the child and adolescent having behavioral, learning, developmental, and emotional difficulties will be provided.

PSY 509. Psychosomatic Medicine.

This clerkship will provide a continued and deeper experience with clinical problems similar to those in the Basic Medicine Clerkship. It will emphasize the consulation process and brief psychotherapy of psychosomatic cases.

PSY 514. Psychiatric Epidemiology.

A review of current concepts, theories, and data concerning the prevalence and incidence of psychiatric disorders in industrialized as well as third-world nations. Relationships between psychiatric disorders and sex-roles, marital status, social change, and religious beliefs will be critically examined.

PSY 515. Transcultural Psychiatry.

This elective will examine the relationships between culture and concepts of (1) "persons" and "self", (2) "mental disorders", and (3) effective therapy. American psychiatry will be examined as a cultural system and compared with other culturally-derived approaches to the understanding of emotional distress.

PSY 517. Personality Factors in Health and Illness.

This elective will focus on examining the role that various psychological personality factors play in either increasing or decreasing as individual's susceptibility to physical illness and disease. Directed reading and discussion of relevant scientific and clinical literature, with emphasis placed on identifying and understanding the basic questions and issues guiding current research in this area.

PSY 520. Advanced Inpatient Psychiatry Rotation (MCG Hospital).

Allows the student the opportunity for primary responsibility for selected psychiatric inpatients. Extensive reading material will be provided. Students will be responsible for initial patient evaluation, psychotherapy with supervision, and follow-up management.

PSY 522. Biological Psychiatry Elective.

Offers students the opportunity to work with both inpatients and outpatients. Material covered will be on an informal basis by interaction with the staff, readings, discussions, and workings with patients. Types of patients include those with movement disorders, such as tardive dyskinesia, Huntington's Disease, Gilles de la Tourette's syndrome and other abnormal involuntary movements, and acute as well as chronic psychotic patients. Psychopharmacological management and biological tests for these types of patients are emphasized. Opportunity for students to participate in new investigational drug studies is also available.

PSY 523. Neuropsychopharmacology Research Elective.

This elective includes basic and/or clinical research in the field of psychopharmacology. Basic research laboratory areas include the development of behavioral, biochemical, and electrophysiological animal models of neuropsychiatric disorders such as Huntington's disease, tardive dyskinesia, and schizophrenia. Other areas include the investigation of neuropeptides and other central nervous system drug actions in animals. Clinical research involves the correlation of drug euthymic and side effects with drug blood levels in patients. Neuroleptic-induced tardive dyskinesia as well as new antipsychotic drug trials in psychotic patients are other research opportunities.

PSY 524. Inpatient Psychiatry (VA Hospital).

Students will be given the opportunity to learn more about psychotherapy through working with inpatients and guided reading. Responsibilities include direct patient care, attendance of unit meetings, case presentations and preparation of a particular psychiatric topic for presentation.

PSY 525. Outpatient Psychotherapy.

Students will be allowed to attend all teaching and case conferences, assist residents with intake, and follow selected outpatients. Supervision of psychotherapy, hypnosis, and psychopharmacology will be offered.

PSY 526. Biofeedback and Behavioral Medicine.

Didactic sessions, readings, and guided experiences in the understanding of basic principles of biofeedback and other self-regulation procedures as they pertain to treatment of physical disorders. Emphasis will be focused on developing skills in basic techniques in biofeedback and self-regulation. Extensive experience will be provided in the use of electronic feedback equipment as well as basic relaxation and mental imagery techniques.

PSY 527. Psychoneuroendocrinology.

Focuses on the student's becoming familiar with neuroendocrine theories of depression and psychosis through direct patient management. Extensive laboratory tests and clinical rating scales will be utilized. Readings and didactic lectures will accompany clinical work.

PSY 528. Psychiatry and Religion.

This elective will provide an opportunity for the student to explore various aspects of religious faith and life as they relate to the practice of psychiatry.

The focus will be determined by the student's interests and needs.

PSY 529. Readings in Psychiatry and Religion.
A series of guided readings exploring the interface of psychiatry and religion. It will consist of reading assignments and weekly conferences with the involved faculty members.

PSY 530. Psychology of Women.
Consists of directed readings, tutorials, and seminars focusing on classic and contemporary writings about the psychology of women. Included will be such topics as feminine development, mid-life concerns, women's health issues, incest and rape.

PSY 531. Psychiatry and the Law.
Consists of supervised experiences in working with clinical and legal issues in the evaluation of behavior. There will be exposure to prison, hospital, and outpatient populations and institutional systems. Individual tutorial sessions with forensic psychiatrists complement clinical experience.

Radiology

W. Pool, Chairman; J. Allison; H. Anthony; W. Bates; B. Brooks; S. Burch; G. David; T. El Gammal; C. Eubig; A. Fiveash; S. Freedman; S. Hoffman; J. Howington; C. Joe; C. Koller; K. Larsen; R. Neal; P. Ramsingh; S. Reichard; Sathyanarayana; K. Shah; R. Teeslink; J. Trueblood; T. Vanderzalm; R. Wigh.

RAD 501. Radiology.
This elective is designed to provide the student with a basic overview of clinical radiology. While the greater portion of the four-week period is allocated to diagnostic imaging, introductory exposure to radiobioloby, radiophysics and radiation oncology is included. Instruction is provided through daily teaching sessions with the faculty, rotation through the various sections of the department to observe performance and interpretation of examinations and case study assignments. Some time is also provided for reading assignments, use of the departmental teaching file and audiovisual aids.

RAD 502. Radiobiology.
(Special Elective)
Effects of ionizing radiation on biological systems. Introduction to radiobiology, radiation hazards, and protection. Lectures and research participation.

RAD 504. Advanced Clerkship in Diagnostic Radiology.
(Special Elective)
Prerequisites: RAD 501 (unless waived by preceptor and course director)
This advanced clerkship is designed for students who after completing Radiology 501 desire additional exposure to diagnostic radiology. The four weeks can be spent in one specific section of the department of a combination of sections to accommodate the desires and needs of the individual student.

RAD 505. Off-Campus Elective.
(Special Elective)
Special arrangements can be made for elective periods of one month in the Department of Radiology of other institutions or as preceptorships with individual radiologists.

RAD 507. Clerkship in Radiation Therapy - Oncology.
The student will be afforded an opportunity to see a large variety of tumors treated with various modalities of radiation therapy. He or she will participate in tumor conferences at the various hospitals and also attend the radiation therapy cancer clinics at the MCG and University Hospitals. Students will get experience in the work-up and general management of the cancer patient in the areas of curative therapy, palliation and supportive care.

Surgery

A. Mansberger, Chairman; H. Adams; M. Allen; J. Armstrong; T. Bailey; R. Bays; E. Berg; W. Beveridge; N. Bhatti; T. Blanchard; R. Bliven; T. Bowden; C. Boyd; M. Bridges; L. Carson; J. Carswell; P. Catalano; B. Chafee; J. Christain; N. Coker; C. Coleman; G. Doetsch; T. Edmonson; D. Elliott; L. Ellison; R. Ellison; H. Engler; S. Erwin; T. Everett; F. Ferguson; R. Finney; W. Flanagin; H. Flanigin; A. Franceschi; R. Galloway; K. Given; R. Gongaware; L. Griffin; E. Hall; W. Hammer; J. Harmon; C. Howell; A. Humphries; W. Jennings; R. Johnson; E. Joy; V. Kamath; A. Karow; J. Kay; S. Kirby; W. Kitchens; J. Kling; K. Lennox; W. Lucas; H. Marble; D. McDonnell; G. McGinnis; J. McPherson; S. Michigan; R. Miller; H. Moore; J. Mulherin; R. Nesbit; J. Nichols; G. Pai; R. Parrish; H. Pinson; E. Porubsky; J. Power; J. Rubin; C. Sanders; R. Sasnett; E. Saunders; J. Savage; P. Scardino; M. Schoborg; M. Schwaber; D. Shelton; H. Sherman; R. Shimp; J. Sisley; L. Skenes; A. Smith; J. Smith; B. Stanfield; S. Stapleton; D. Sullivan; H. Sullivan; C. Thigpen; R. Treat; R. Trullinger; C. Veazey; P. Veazey; I. Victor; I. Volcan; D. Ward; M. Watts; G. Wikert; D. Williams; R. Witherington; L. Wolff; W. Wolff; C. Wray; R. Wynn; H. Young.

SUR 500. Basic Clerkship in Surgery.

This 10-week course is the basic course required of all students and is the prerequisite for many patient-oriented and patient-contact surgical electives. Instruction includes basic concepts of emergency medicine and anesthesiology. Students are assigned patients for total patient care participation, including complete write-ups and participation in operative procedures. They take part in ward rounds, conferences, tumor conferences, journal club, seminars and informal discussions. Student activities involve both inpatients and outpatients. Scheduled June through May.

SUR 502. Research Elective.
(Special Elective)

An area of mutual interest to the student and his supervisor will be selected and the student will outline his research project, carry it out under supervision, and submit to his supervisor a satisfactory report of his work toward the end of the project. For some projects, students will undertake the project singly; in others, in pairs. Projects may be undertaken in the Experimental Surgery Laboratory or in the Clinical Research Wing and an occassional project may involve the use of Clinical Hospital Records.

SUR 504. Tutorial.
(Special Elective)

Individual students may elect to study in-depth, for a period of one to two months, any specific area in surgery under the guidance of the faculty member most familiar with that specific area. A thesis or report on the subject chosen is a necessary part of this elective. No student is eligible for more than one such elective.

SUR 505. Preceptorship.
(Special Elective)

Clinical experience with individual private preceptor, in his office, operating room and hospital. (Individualized arrangements must be made through both the chairman of Surgery and the clinical surgeon involved.)

SUR 506. Off-Campus Experience.
(Special Elective)

Students may elect off-campus experience in some phase of surgery in some other medical school or institution for a period of one to two months. For help in making arrangements, interested students should contact the Medical College of Georgia counterpart of the individual at the other institution with whom he wishes to work. Such electives must be an identifiable course of instruction. An evaluation of the student's performance will be required. No student is eligible for more than one such elective.

SUR 507. Kidney Transplantation.
SUR 508. Kidney Transplantation.

Students will assist with care of post- transplant patients and pre-transfer patients.

SUR 509. Emergency Room Clerkship.

This clerkship offers active participation in the care of patients in the University Hospital Emergency Department. Students can expect to gain experience in the rapid assessment of acutely ill and injured patients. The schedule will be arranged on a rotation basis to provide approximately 180 hours of active involvement in the care of emergency patients.

SUR 511. Surgery Clerkship, Emergency Room.
(Special Elective)

Students will be assigned for eight-hour shifts and will be under direct supervision of eight full-time E.R. physicians. They will be expected to see, evaluate and suggest emergency treatment of patients. They will also be encouraged to follow patients who are admitted by scrubbing with the surgical residents or attending physician when appropriate. They will also be expected to attend all those teaching conferences which do not conflict with emergency problems in which they may be involved.

SUR 512. Advanced Clerkship at Savannah Memorial Hospital.
(Special Elective)

Advanced surgical clerkship in general surgery. Basically a sub- internship. Includes work-up of patients, clinics, rounds, conferences, lectures, some closely supervised surgical experience. Teaching by Medical College of Georgia affiliate faculty and residents.

SUR 513. Substitute Internship.
(Special Elective)

Students on this elective should function as substitute interns on the General Surgical Services at the Medical College of Georgia Hospitals. The student will be assigned to a specific surgical service and will be expected to initiate the clinical data base, begin diagnostic measures, and where possible, to perform surgical procedures with supervision. In addition, he will participate in the teaching responsibilities, conferences, clinics and operating experiences of the service to which he is assigned and will be assigned night call responsibilities.

SUR 514. Clinical Management of the Critically Ill/Injured Patient.

The student will be involved in the care of selected patients who have substained traumatic and/or burn injuries, etc. Such involvement may comprise all phases of management. Patients will be selected such that help crystalize and offer opportunities for establishing new information in anatomy, pathophysiology, biochemistry, pharmacology, and microbiology as these apply to the critically injured. The gamut of total systematic bodily derangement will be examined by study and involvement in the course of these patients. Selected reading, didactic presentations, preceptoral instruction and clinical interface will be the principle methodology employed. The student will be entered into the basic intermediate or advanced category based upon previous experience and knowledge base.

SUR 515. Advanced Clerkship, Trauma and General Surgery in University of Florida Affiliated Hospital.

Prerequisite: SUR 500.

Advanced surgical clerkship. Sub- internship. Includes trauma participation, work-up of patients, operating room experience, pre and post-operative care, seven conferences a week, clinics and rounds with senior residents and attending staff.

SUR 516. Clerkship, Georgia Baptist Medical Center.
Prerequisite: Core Curriculum

During assignment in surgery at Georgia Baptist Medical Center in Atlanta, students will be introduced to surgical practice in a major private hospital setting.

During this educational experience there will be daily morning academic experiences through attending teaching covering various areas of general and sub-specialty surgery, giving academic introduction to cardiovascular, pulmonary, urologic trauma, plastic and general surgery. The student will be assigned daily to surgial scrubs and will usually observe two or three cases daily.

Special attention will be devoted to the student on principles of physical examination of the acute as well as the chronic surgical problem patient. Bedside teaching in these areas will be paramount, and details of examination, as well as details of bedside history-taking in the surgical patient, will be carefully outlined.

To supplement lectures and operative experience, surgical rounds will be conducted daily on the floors as well as in the intensive care unit along with the surgical house officers and the chief resident of surgery. Special attention during these rounds will be given to problems of critical care monitoring, fluid and electrolyte replacement, hyperalimentation, and placement of certain sophisticated monitoring devices such as Swan- Ganz catheters.

SUR 517, SUR 518. Nutrition, Enteral and Parental Advanced Clerkship, Georgia Baptist Medical Center Metabolic Support Services.
Prerequisite: Core Curriculum

During assignment in the Metabolic Support Service at Georgia Baptist Medical Center in Atlanta, senior students will be introduced to the principles and techniques of nutritional support (enteral and parental) in a major private hospital setting.

During this educational experience the student will be allowed to make daily rounds with member so the Metabolic Support Service, i.e., physician, nurse, dietitian and pharmacist. There will be lectures on the principles and concepts of total parenteral nutrition, peripheral parenteral nutrition, peripheral protein sparing, and enteral alimentation. In addition, the student will have an opportunity to participate in consultations, the initial workup prior to beginning nutritional support, and daily follow-up and monitoring.

The student will also receive instruction in assessment of nutritional status, potential metabolic complication, complications associated with the insertion of central venous catheters, and the use of nutritional support in hepatic and renal failure. Attention will also be devoted to formulation of solutions, drug interactions, and composition of tube feeding formulas.

To supplement lectures and clinical experience, teaching rounds will be conducted weekly with all members of the health care team, i.e., Infection Control, Pathology Department and Pharmacy. During these rounds, adherence to protocols, fluid and electrolyte imbalance, and individual patient recommendations will be discussed.

SUR 520. Neurosurgery Clerkship.

The externship provides opportunity for combining the direct patient care responsibilities of a junior house officer with practice in performing neurological examinations while participating with staff members in the practice of neurosurgery. The extern will be assigned five to eight patients for which he or she will have primary responsibility for daily care under the supervision of the senior house officer and staff of the Neurosurgery Service. The student will participate in patient evaluations in the clinic and in daily teaching conference. This elective provides for a close working relationship between the staff and the student, while at the same time providing opportunity for patient care responsibilities.

SUR 521. Neurosurgery Research Elective.

The purpose of this elective is to enable students to pursue research in the field of neurosurgery. The actual project may be one initiated by the student or the student may elect to participate in an ongoing research project of one of the faculty members. Thus, this elective will have to be arranged on an individual basis with the particular faculty member to satisfy the needs of the students and to be sure facilities are available.

SUR 523. Neurosurgery Preceptorship.

Provides an opportunity to those students who wish to study neurosurgery at some other institution. This may be desirable because the student is already taking another elective at the institution, or because he or she plans to settle in that region or because there is a particular type of neurological surgery being done there that the student is interested in.

SUR 524. Combination Neurosurgery Clerkship and Research.
Prerequisite: NEU 500

Provides opportunity for direct patient care responsibilities of a junior house officer with practice in performing neurological examinations and participating in neurosurgical therapy and simultaneously becoming involved in a limited neurosurgical clinical research experience. The research project may be initiated by the student or he may elect to participate in an ongoing research project with one of the faculty members. The patient care responsibilities will be limited to five or six patients and accomplished under the supervision of the chief resident and staff.

This elective will necessarily be arranged on an individual basis with the particular faculty member with whom the student wishes to perform the research in order to assure facilities.

SUR 526. Physiological Neurosurgery Elective.
Prerequisite: Neurology 500

Two tracts are available. One tract emphasizes clinical electrophysiology as related to surgical therapy of seizure disorders, movement disorders, and pain. The other tract allows a choice of clinical or laboratory research experience in the areas of cerebral blood flow in stroke, intracranial pressure monitoring, and the physiology of cerebral spinal fluid bulk flow. In each of these tracts the student will be expected to work closely with the supervising faculty member in the initial clinical workup of patients, in diagnostic laboratory procedures, and in surgical procedures if performed. Compilation of data for clinical research as well as participation in laboratory research under way is expected.

SUR 531. Otolaryngology Surgery.
Designed to familiarize the student with the diseases of the ears, nose and throat with emphasis on diagnostic techniques, including physical examination techniques, radiology, audiometrics and endoscopic procedures. The student will be introduced to the principles of head and neck surgery, facial plastic surgery, endoscopy and neuro- otology. The utilization of the office and hospital patients will allow the student to participate in and observe the specialty of otolaryngology.

SUR 532. Otolaryngology Surgery.
Designed to familiarize the student with the diseases of the ears, nose and throat with emphasis on diagnostic techniques, including physical examination techniques, radiology, audiometrics and endoscopic procedures. The student will be introduced to the principles of head and neck surgery, facial plastic surgery, endoscopy and neuro- otology. The utilization of the office and hospital patients will allow the student to participate in and observe the specialty of otolaryngology.

SUR 533. Otolaryngology Off-Campus Experience.
(Special Elective)
Students may elect off-campus experience in place of otolaryngology in some other medical school or institution for a period of one to two months. For help in making arrangements, interested students should contact the section of otolaryngology at the Medical College of Georgia. Arrangements then can be made with the counterpart at the other institution. An evaluation of the student's performance will be required.

SUR 534. Otolaryngology - DDEAMC.
Designed to familiarize the student with the diseases of the ears, nose and throat with emphasis on diagnostic techniques, including physical examination techniques, radiology, audiometrics and endoscopic procedures. The student will be introduced to the principles of head and neck surgery, facial plastic surgery, endoscopy and neuro- otology. The utilization of the office and hospital patients will allow the student to participate in and observe the specialty of Otolaryngology.

SUR 541. Orthopedics Clerkship (On-campus or off-campus).
Arranged through Faculty Coordinator.

SUR 542. Orthopedics Research Elective.
(Special Elective)
Arranged through Faculty Coordinator.

SUR 543. Orthopedics Tutorial.
(Special Elective)
Arranged through Faculty Coordinator.

SUR 551. Pediatric Surgery.
Pediatric Surgery Elective is offered to those completing the surgery core. Designed to introduce the student to the fundamentals involved in the clinical care of the pediatric surgical patient.

SUR 552. Substitute Internship in Pediatric Surgery.
Prerequisite: Senior Students Only
This elective is designed for the senior student interested in general surgery as it applies to the pediatric age group. The student will act as an intern during the rotation, working closely in this capacity with the residents and attendings. Pre-and postoperative care of the pediatric patient will be emphasized and inhouse night rotation is expected.

SUR 561. Thoracic and Cardiac Clerkship.
This elective is designed to provide additional experience in pathophysiology and treatment of intrathoracic disease. The student participates with the chief resident and/or attending thoracic surgeon in answering consultations regarding patients with potential thoracic surgical problems on other services. In addition, opportunities are available for experience in treatment of critically ill patients in the surgical intensive care unit. Responsibilities of the student are entirely separate from those taking in the required clerkship (SUR 500).

SUR 562. Thoracic and Cardiac Surgery Research Elective.
Designed for a student who has an interest in research or an interest in a particular clinical intrathoracic problem. A research goal or project may be determined by discussion with a member of the Thoracic and Cardiac Surgery Staff. This might consist of a pilot laboratory project or analysis of clinical cases. A paper describing the research project and results would be required.

SUR 563. Thoracic and Cardiac Surgery Preceptorship.
Prerequisite: Rotation through thoracic surgery at MCG.
Arrangements may be made for a student to work with a private thoracic- cardiac surgeon off-campus or at another medical school to provide a student with additional experience in this field. This would provide a student an opportunity to observe methods of treatment of patients in hospitals other than the MCG Hospital and Clinics.

SUR 571. Urology Clerkship.
A four-week patient care elective in general urology which can be taken at the MCG Hospital and Clinics (maximum four students) or Dwight David Eisenhower Army Medical Center, Fort Gordon, Ga. (two students). Emphasis on on evaluation of the urologic patient, both inpatients and outpatients. Students have opportunity to assist on cystoscopies and several operative procedures. Opportunity to

learn proper techniques for urethral dilations, urethral catherizations and prostatic evaluation is available. Students are assigned in-patients in rotation and perform histories and physical examinations upon them, and then follow the patient daily, including pre-operative, operative and post-operative care. Faculty, residents and students make ward rounds and review all urologic X-rays daily. Informal conferences with faculty and/or residents are held covering the topics G.U. malignancies, urolithiasis, prostatic disease, neurogenic bladder and complications of the catheter.

SUR 572. Urology Off-Campus Experience.
(Special Elective)

A four-week patient care off-campus elective which can be taken with a qualified urologist anywhere. The course content should about parallel SUR 571.

SUR 581. Plastic Reconstructive Surgery.

The Plastic and Reconstructive Surgery Service is a clinical service involved with evaluation and management of wound healing problems, repair of nerves, tendons, vessels and bone, and incorporating clinical material including tumors of the head and neck, injuries of the extremities, thermal burns and congenital abnormalities. The elective may be taken as a one-month rotation to include participation in ward rounds, clinics and in the operating room.

SUR 582. Plastic Reconstructive Surgery Off-Campus Experience.
(Special Elective)

The Plastic and Reconstructive Surgery Service is a clinical service involved with evaluation and management of wound healing problems, repair of nerves, tendons, vessels and bone, and incorporating clinical material including tumors of the head and neck, injuries of the extremities, thermal burns and congenital abnormalities. The elective may be taken as a one-month rotation to include participation in ward rounds, clinics and in the operating room.

NURSING

Dean — Dr. Mary E. Conway
Associate Dean for Undergraduate Programs — Dr. Gloria M. Clayton
Associate Dean for Graduate Programs —Dr. Regina L. Monnig
Assistant Dean for Business Affairs — J. David Bass

Nursing Calendar

Fall Quarter	1985	1986
Orientation of new students	September 16-17	September 11-12
Registration	September 18	September 15
Exemption examinations given at MCG for U.S. and Georgia History and Constitution	September 18	September 15
Late fee begins	September 19	September 17
MCG classes begin	September 19	September 16
AC classes begin	September 20	September 17
Last day for late registration and schedule changes	September 24	September 22
Midterm: last day to withdraw from a course without penalty	October 23	October 21
Last day to apply for March graduation	October 23	October 21
Regents' Test	October 28	TBA
Pre-registration for winter quarter	November 4-7	October 27-30
Thanksgiving recess	November 27-29	November 26-28
Last day of classes	December 2	November 25
Examinations	December 3-6	December 1-4
Term ends	December 6	December 4

Winter Quarter	1986	1987
Registration	January 2	January 5
Exemption examination given at MCG for U.S. and Georgia History and Constitution	January 2	January 5
Late Fee begins	January 3	January 6
MCG classes begin	January 3	January 6
AC classes begin	January 6	January 6
Last day for registration and schedule changes	January 8	January 9
Last day to apply for June graduation	January 10	January 12
Martin Luther King Holiday	January 20	January 19
Midterm: last days to withdraw from a course without penalty	February 6	February 9
Regents' Test	February 10	TBA
Pre-registration for spring quarter	February 10-13	February 16-19
Last day of classes	March 11	March 12
Examinations	March 12-14, 17	March 13, 16-18
Term ends	March 17	March 18

Spring Quarter	**1986**	**1987**
Registration	March 25	March 24
Exemption examinations given at MCG for U.S. and Georgia History and Constitution	March 25	March 24
Late fee begins	March 26	March 25
MCG classes begin	March 26	March 25
AC classes begin	March 31	March 30
Last day for late registration and schedule change	April 1	March 30
Midterm: last day to withdraw from a course without penalty	April 29	April 29
Last day to apply for August graduation	April 29	April 29
Regents' Test	May 5	TBA
Pre-registration for summer and fall quarters	May 5-8	May 11-14
Last day of classes	May 29	May 28
Examinations	May 30, June 2-4	May 29, June 1-3
Term ends	June 4	June 3
Graduation	June 7	June 6

Summer Quarter	**1986**	**1987**
Orientation of new students	June 16	June 15
Registration	June 17	June 16
Exemption examination given at MCG for U.S. and Georgia History and Constitution	June 17	June 16
Late fee begins	June 18	June 17
MCG classes begin	June 18	June 17
AC classes begin	June 18	June 17
Last day for late registration and schedule changes	June 23	June 22
Independence Day Holiday	July 4	July 3
Regents' Test	July 14	TBA
Pre-registration for fall quarter	July 14-17	July 20-23
Midterm: last day to withdraw from a course without penalty	July 22	July 21
Last day to apply for December graduation	July 22	July 21
Last day of classes	August 22	August 21
Examinations	August 25-28	August 24-27
Term ends	August 28	August 27

SCHOOL OF NURSING

THE SCHOOL OF NURSING PHILOSOPHY

The School of Nursing is an integral part of the Medical College of Georgia and accepts the beliefs, purpose, mission and goals of the University. The School conducts programs of education, service and scholarly inquiry.

Professional nurses share with other health professionals the goal of promoting the health of a person. In a changing environment, professional nurses define nursing practice and are accountable for that practice as they provide care to individuals, families, groups and communities.

Nursing roles include these of care giver, advocate, collaborator, consultant, leader, educator and researcher.

Nursing functions include promoting wellness; preventing illness; and collaborating in diagnosis, treatment and rehabilitation when illness occurs.

The faculty believes learning involves an interchange between learner and teacher which enhances the learner's acquisition of necessary professional nursing knowledge, skills and attitudes. As facilitators, the faculty selects content, creates requisite learning experiences and serves as models of competence in nursing practice. Faculty believes that students should be encouraged to develop critical thinking skills and problem-solving techniques necessary to make sound judgements as professional nurses.

The faculty believes that the undergraduate program of study prepares the baccalaureate graduate as a generalist in nursing practice. Graduate study is subsequently built on the knowledge and competencies acquired in baccalaureate education in nursing and prepares the graduate to practice with expertise in clinical and functional areas. Graduate study in nursing provides for discovery, description, development, and dissemination of new, innovative and changing ideas about human nature, human potential, and health care enterprises, all of which contribute to the evolving science in nursing. Priority is given to intellectual and independent learning skills and attitudes, and to scientific literacy that will foster commitment to self-education and judicious decision-making.

Graduate students are expected to master a special field of study and develop appropriate methods of inquiry for future professional growth. Students are provided the opportunity to acquire knowledge, skills, and consultative ability relevant to a clinical specialty and to one or more roles of teacher, administrator, or clinical specialist. Students are prepared to exert leadership in the evolution and further development of nursing science and the roles of nurses in ever-changing society.

Accreditation

The School of Nursing is accredited by the National League for Nursing and is a member agency of the department of Baccalaureate and Higher Degree Programs.

The baccalaureate program is also approved by the Georgia Board of Nursing. Graduates are eligible to take the state licensing examination; successful completion of which entitles the nurse legally to practice nursing and to use the title "Registered Nurse" (R.N.).

Facilities, General Education and Professional

The general facilities of the Medical College combined with those of Augusta College offer excellent opportunities for a balanced program of liberal and professional education in the bachelor and master's program.

In addition to facilities for instruction as listed in the General Information section of this Catalog, the School of Nursing utilizes health care institutions, including Gracewood State School and Hospital, Veteran's Administration Hospitals, University Hospital, Augusta Regional Hospital, Department of Human Resources, nursing homes, day and nursery schools, and other agencies selected on the basis of their contribution to the student's applying knowledge and developing skills related to continuity of patient care, health care services, and total health planning for individuals, families and communities.

The School of Nursing at Athens, (SONAT) faculty offer the complete BSN program in Athens. Clinical facilities utilize a wide variety of health care settings in primary, secondary and tertiary care, including the Athens General Hospital, St. Mary's Hospital, University Health Service, Department of Human Resources, day care centers, schools, nursing homes and many other health-related agencies.

Students can expect to travel off-campus for some clinical experiences.

Fees and Expenses

See the General Information section of this Catalog for matriculation and other general fees; dormitory housing, food and professional liability insurance.

Estimated additional expenses and fees for nursing students include approximately $500-$600 for books and supplies per academic year. There is a one time cost of approximately $300 for nursing school uniform (junior year) and the Georgia Board Exam fee of $58.50 in the senior year for undergraduate students.

Current information on estimated costs for personal expenses, transportation, and off-campus housing can be secured from the Office of Academic Admissions.

Financial Aid and Employment Opportunities

The Student Financial Aid Bulletin may be obtained by writing to the Financial Aid Office. A limited number of part-time employment opportunities are available through the MCG Personnel Office.

An application form on which you may apply for any of the programs listed in the brochure may be secured by writing the Financial Aid Office.

Employment opportunities for nursing students are available in local health care facilities in Augusta, including MCG Hospital and Clinics, University Hospital, St. Joseph's Hospital, and Humana Hospital. Nursing students also have opportunities for employment in hospitals in Athens.

Student Organizations and Activities

Students in the School of Nursing participate in the social, cultural and student development activities and organizations of both the Medical College of Georgia and Augusta College.

An Honor Society was organized in 1969. It was chartered as Beta Omicron Chapter, Sigma Theta Tau, Incorporated, 1974.

In addition to the regular activities at the college, students in nursing may belong to class organizations and the Association of Nursing Students.

Non-Academic Exclusion

Any student may be denied permission to continue in the School of Nursing if in the opinion of the faculty, the student's knowledge, character or mental or physical fitness cast grave doubts upon his/her potential capabilities as a nurse.

The Bachelor of Science in Nursing Program

Objectives of the Baccalaureate Nursing Program

Upon completion of the first level of nursing courses at MCG, the student will be able to:

1. Accept responsibility for learning in classroom and clinical experiences.
2. Use the nursing process to meet health needs of individuals and families in structured settings.
3. Apply relevant knowledge from the biopsychosocial sciences and the humanities to nursing care.
4. Demonstrate basic utilization of the research process specifically observation, data gathering and verification.
5. Use principles of teaching/learning to assist individuals and families to meet their health needs.
6. Participate with other members of the health team in providing health care.
7. Describe past, present and evolving roles of the professional nurse.
8. Use leadership behaviors in a variety of learning settings.

Upon completion of the second level of nursing course at MCG, the student will be able to:

1. Demonstrate self-direction in continued personal and professional development.
2. Use the nursing process to meet a broad spectrum of health needs of individuals, families and groups in a variety of settings.
3. Demonstrate the ability to integrate selected research findings into nursing practice.
4. Use principles of teaching/learning to provide health education to individuals, families and groups.
5. Collaborate with members of the health team and relevant publics to provide and evaluate health care delivery.
6. Function as a professional nurse within an established health care setting.
7. Demonstrate leadership in beginning professional nursing practice.

Upon completion of the Baccalaureate Nursing Program the graduate will:

1. Deliver safe comprehensive nursing care in a variety of settings.
2. Demonstrate accountability to the profession and the community.
3. Participate as a problem- solver in both health care settings and the community at large.
4. Collaborate with relevant publics and members of the health care team in a variety of settings.
5. Seek knowledge to improve nursing practice.

Admission Criteria: BSN Program

Scholastic Aptitude Test Scores.

Cumulative GPA, with some preference given for outstanding grades in courses supportive to nursing.

Completion of any prerequisite course work.

Preference to Georgia residents.

Personal interview, if requested by the school.

References.

Minimum age of 16 years to enter freshman class as required by Georgia Board of Nursing.

High School graduation or its equivalent is required.

Application Procedures

Application forms with instructions for completing admission procedure may be obtained from the Office of Undergraduate Admissions. Application for each entering student must be filed (including all transcripts and other admission requirements) by March 1 for the Fall Quarter admission. Early application is encouraged.

Transcripts from all high schools, colleges, or other higher educational institutions are part of the application and are necessary to determine admission eligibility. CEEB-SAT scores must be submitted and should either be requested from Educational Testing Service or should appear on the student's college transcript for undergraduate applicants.

All completed applications received before the stated deadlines are given careful consideration; however, not all applicants are admitted.

Non-Degree Applicants

A student seeking to enroll for nursing courses as a special student, non-degree seeking, should contact the Office of Undergraduate Admissions for additional information and an application.

Transfer Credit

Only science and math courses with a grade of C or better will be accepted for transfer into the BSN program. Any credit which is more than ten years old or from unaccredited institutions is subject to validation to the satisfaction of the faculty. Information regarding the options for this validation may be obtained from the School of Nursing, Office of Advisement and Records. Applicants transferring general education credit not earned in a unit of the University System of Georgia are required to meet the general requirements of the Core Curriculum of the University System of Georgia.

School policy permits completion of certain subject exams offered through the College Level Examination Program (CLEP) to be accepted for credit in the core curriculum.

Transfer Information for RN Applicants

Registered Nurse students, graduating from an associate degree nursing program or diploma nursing program, will be eligible to transfer into the BSN program in the fall after taking the State Board Test Pool Examination. These students will enroll for general education courses to complete the 75 quarter hours of required core curriculum; they will then have opportunities for advanced placement in the BSN program according to performance on challenge examinations in selected junior level nursing courses. Information about nursing challenge examinations may be obtained from the School of Nursing.

University System and Legislative Examination Requirements

All undergraduate students are required to meet Board of Regents and Legislative examination requirements. These exams include the Regents Testing Program Examination, and the examinations of the Georgia Constitution and history and the U.S. Constitution and history.

Details regarding these required exams are published in the MCG General Information section of this Catalog and should be carefully read and understood by all applicants. CLEP exams do not meet these requirements.

Core Curriculum Requirements

All bachelors degree students must complete at least 90 quarter hours of core curriculum (or general education) courses in accordance with the Board of Regents requirements. The core curriculum for School of Nursing students is presented below by area:

Area I — Humanities	**Quarter Hours**
*English composition I	5
*English composition II	5
Humanities elective	5
Humanities elective	5
Total	20

Area II — Mathematics and Natural Science	
*General chemistry with lab	5
*General biology with lab	5
*Sequential chemistry or biology with lab	5
*College algebra/college mathematics	5
Total	20

Area III — Social Science-History	
American history	5
American government	5
*Introductory sociology	5
*Introductory psychology	5
Total	20

Area IV — Courses Supportive to Nursing	
*Human growth and development	5
*Human anatomy	5
*Human physiology	5
Natural science elective	5
*Advanced psychology or sociology	5
*Microbiology	5
Total	30
Total core curriculum	90

* See comment in section for students transferring into the program as Juniors.

Meeting Core Curriculum Requirements

The core curriculum requirements are met by entering freshmen, transfer sophomores or transfer juniors as shown below:

Students Entering As Freshmen

The entire core curriculum requirements will be satisfied while enrolled as a School of Nursing student. These core curriculum courses will be taken at Augusta College or the University of Georgia depending upon the campus (Augusta or Athens) where the student is accepted. The student enrolls for the courses through the Medical College in accordance with MCG registration procedures, and not by direct enrollment with the offering institution.

Students Transferring Into The Program As Sophomores

In order to transfer in as a sophomore, a student should have completed 45 quarter hours of core curriculum prior to transfer, including the following courses:

	Quarter Hours
English Composition I & II	10
College math or algebra	5
Introductory psychology	5
Introductory sociology	5
General chemistry with lab	5
General biology with lab	5
Sequential chemistry or biology with lab	5
An additional 5 quarter hours from the following: American History, American government, humanities elective, natural science elective	5
Total	45

Students Transferring Into The Program As Juniors

Students applying to enter as transfer students who have completed at least 75 quarter hours of the core curriculum requirements, **including all courses marked with asterisks,** may be considered for admission with junior class standing.

Bachelor of Science in Nursing Curriculum

The baccalaureate curriculum plan specifies required courses and sequence in each of the four years of the BSN program. Students may complete all requirements for the BSN degree while enrolled as an MCG nursing student in Augusta or they may transfer in after one or two years of general preparatory work elsewhere. At the Athens satellite (SONAT), students are accepted at the junior level only. A minimum of 45 quarter hours of nursing course work must be earned in residence. The curriculum focuses on the knowledge and practice of nursing and draws on relevant arts, sciences and the humanities.

During the freshman year, Augusta campus students enroll in the general education courses (core curriculum) at Augusta College. Undergraduate nursing students entering their senior year fall quarter, 1985 will continue in the curriculum in effect when they entered. All other undergraduate nursing students will take the courses listed below, in addition to the general education core requirements, to complete the BSN degree requirements. The nursing courses are taken in sequence beginning the junior year. In the junior and senior years, students will concentrate study in nursing theory and practice and continue study in general education.

FALL QUARTER - JUNIOR YEAR

NUR 311	Nursing Process and Theory - (3-0-3)
NUR 312	Pathophysiology and Therapeutic Modalities (4-0-4)
NUR 313	Nursing Practice (0-8-4)
NUR 314	Health Assessment (3-0-3)
NUR 315	Nursing Seminar I (1-0-1)

WINTER QUARTER - JUNIOR YEAR

NUR 321	Health Promotion/Maintenance in Community Health Nursing (4-0-4)
NUR 322	Health Restoration/Rehabilitation in Community Health Nursing (3-0-3)
NUR 323	Nursing Practice in Community Health Nursing (0-12-6)
NUR 324	Nursing Seminar II (1-0-1)

SPRING QUARTER - JUNIOR YEAR

NUR 331	Health Promotion and Maintenance of Childbearing and Childrearing Family (3-0-3)
NUR 332	Restoration of Health for Childbearing/Childrearing Families (3-0-4)
NUR 333	Nursing Practice: Childbearing and Childrearing Families (0-12-6)
NUR 334	Nursing Seminar III (1-0-1)

FALL QUARTER - SENIOR YEAR

NUR 411	Health Promotion/Maintenance in Mental Health-Psychiatric Nursing (3-0-3)
NUR 412	Health Restoration/Rehabilitation in Mental Health-Psychiatric Nursing (4-0-4)
NUR 413	Nursing Practice in Mental Health-Psychiatric Nursing (0-12-6)
NUR 414	Nursing Seminar V (1-0-1)

WINTER QUARTER - SENIOR YEAR

NUR 421	Health Promotion/Maintenance of Adults (2-0-2)
NUR 422	Health Restoration/Rehabilitation of Adults (5-0-5)
NUR 423	Adult Nursing Practice (0-12-6)
NUR 424	Nursing Seminar V (1-0-1)

SPRING QUARTER - SENIOR YEAR

NUR 431	Nursing Practice IV (0-16-8)
NUR 432	Nursing IV Leadership and Management (6-0-6)
NUR 433	Nursing Seminar VI (1-0-1)

Academic Eligibility and Promotion Standards

Students in the baccalaureate nursing program must attain a cumulative GPA of 2.0 in all residence work to enter the senior year. A grade of "C" or better is required in all undergraduate nursing courses (designated NSG).

Students who earn a grade of "D" or "F" in a nursing course must petition the Admissions and Progression Committee for permission to repeat the course. At the time of petition the student's total record will be reviewed to determine whether the student will be allowed to repeat the course. Denial of the petition will be considered cause for dismissal.

See the Academic Probation, Suspension and Dismissal Policy in the General Information section of this Catalog for MCG policy in these areas.

See Non-Academic Exclusion in the School of Nursing, General Information section, for school policy in this area.

Dean's List and Honors

Qualifying undergraduate students may be designated for Dean's List and/or graduation with honors. Qualifications are stated in the MCG General Information section of this Catalog.

BSN Graduation Requirements

In addition to the undergraduate graduation requirements specified in the MCG General Information section of this Catalog, the following requirements have been established for the BSN degree:

1. A grade of C or better for all undergraduate courses designated as NSG.
2. A MCG cumulative grade point average of 2.0 for all courses in residence.
3. Completion of at least 45 quarter hours in residence.

Course Descriptions

Hours shown are lecture-lab-credit hours.

Note: Courses designated by the NUR prefix will normally be taken by junior students beginning fall 1985 and continuing until graduation. Returning senior students for fall 1985 will normally take courses designated by the NSG prefix, continuing until graduation.

Departmental Faculty

Adult Nursing:

M. Brandon, Chairman; S. Aeger; L. Ault; J. Billue; L. Burrell; S. Butler; G. Clayton; P. Cook; D. Fair; S. Gueldner; L. Jowers; V. Lambert; J. Leidigh; P. Lillis; R. Monnig; B. Shank; B. Simon; N. Williamson.

Community Nursing:

A. Demi, Chairman; G. Bechtel; B. Buchanan; M. Clark; M.A. Conway; A. Doubek; S. George; T. Haynes; P. Hoff; V. King; M. Roberson; C. Smith

Mental Health-Psychiatric Nursing:

G. Bennett, Chairman; L. Ellis; M. England; C. Gilbert; L. Gramling; H. Gugino; B. Hamm; W. Houwers; M. Killeen; M. Rogers; P. Wallace

Nursing Administration:

Chairman; J. Bishop; T. Echols, B. Fuszard.

Parent-Child Nursing:

C. Glanville, Chairman; M. Bradshaw; M. Broome; S. Dale; A. Hellier; V. Kemp; C. Koehler; M. Schroeder; J. Sisk; D. Sweeney; B. Pond; D. Weir; T. Wilson.

NUR 311. Nursing Process and Theory. (3-0-3 hours)

Introduces the nursing process as the unifying concept for nursing care. Nursing theory, health promotion, health maintenance, and health restoration and rehabilitation are explored. Ethical, legal and cultural implications for nursing practice are considered.

NUR 312. Pathophysiology and Therapeutic Modalities. (4-0-4 hours)
Introduces the learner to the premise that pathophysiology is characterized by the disruption of homeostasis. Content stresses the pathophysiologic basis for alterations in structure and function as they interfere with the cellular survival needs for oxygen, nutrition, elimination, and fluid-electrolyte and acid-base balance. Selected therapeutic modalities are identified that ameliorate alterations and promote restoration of health.

NUR 313. Nursing Practice. (0-8-4 hours)
Introductory clinical course which applies course content from health assessment, pathophysiology, and nursing process and theory in the clinical setting.

NUR 314. Health Assessment. (3-0-3 hours)
Techniques and processes of performing a physical, developmental family and nutritional assessment, obtaining a health history, performing selected diagnostic procedures, and recording findings for clients across the life span. Interviewing skills that enable the nurse to relate to various clients across the life span will be introduced.

NUR 315. Nursing Seminar I. (1-0-1 hours)
Emphasis placed on the student role in the profession and the responsibility expected of a member of a profession. Through small group participation the student is encouraged to recognize the benefit of peer support and critique of ideas.

NUR 321. Health Promotion/Maintenance in Community Health Nursing. (4-0-4 hours)
Focuses on health promotion and illness prevention with individuals, families and aggregates. Emphasizes societal factors influencing health including culture, economics, politics, life style and the health care system. Introduces concepts of wellness, consumerism, health screening and risk factors, as well as principles of teaching-learning. Highlights ethical issues in community health and resource allocation decision-making.

NUR 322. Health Restoration/Rehabilitation in Community Health Nursing. (3-0-3 hours)
Focuses on nursing care of individuals, families and aggregates with existing health problems. Concentrates on intervention designed to alleviate and prevent recurrence of these health problems.

NUR 323. Nursing Practice in Community Health Nursing. (0-12-6 hours)
Provides an opportunity to apply concepts and principles presented in health promotion and maintenance in community nursing health restoration and rehabilitation in community nursing in the care of individuals, families and aggregates.

NUR 324. Nursing Seminar II. (1-0-1 hours)
Emphasizes historical trends and social and economic forces affecting the profession. Assists in recognizing the specific contributions of major nursing leaders to the development of the profession.

NUR 331. Health Promotion and Maintenance of Childbearing and Childrearing Family. (3-0-3 hours)
Focuses on the role of the nurse in the health promotion of child-bearing and child-rearing families. Examines the interrelatedness of man, environment, nursing and health from the period of the beginning family through adolescence.

NUR 332. Restoration of Health for Childbearing/Childrearing Families. (3-0-4 hours)
Focuses on the restoration of health of child-bearing and child-rearing families, and the role of the nurse in dealing with clients in varying degrees of wellness and illness. Normal growth and development of individuals and families and effective adaptive mechanisms are used as a baseline when studying and interacting with individuals and families who are experiencing developmental variations and interferences with needs.

NUR 333. Nursing Practice: Childbearing and Childrearing Families (0-12-6 hours)
Provides opportunities for application of principles of health promotion, maintenance, and restoration with child-bearing and child-rearing families.

NUR 334. Nursing Seminar III. (1-0-1 hours)
The relationship between theory and research will be explicitly addressed. Assists in reading and discussing major ideas presented in theories, conceptual frameworks and research studies.

NUR 411. Health Promotion/Maintenance in Mental Health Psychiatric Nursing. (3-0-3 hours)
Focuses on critical factors that affect the mental health of individuals, families and selected groups in their respective environments. Focuses on mental health promotion in non-psychiatric settings. Students will be exposed to a variety of developmental, interactional, behavioral, biophysical, nursing and problem-solving concepts.

NUR 412. Health Restoration/Rehabilitation in Mental Health Psychiatric Nursing. (4-0-4 hours)
Stresses biological, developmental, interpersonal, and situational theories, and rehabilitation of clients experiencing mental disorders. These theories will be integrated into a model of nursing therapy.

NUR 413. Nursing Practice in Mental Health-Psychiatric Nursing (0-12-6)
Applies specific counseling and crisis intervention skills, knowledge of psychotropic and other somatic therapies, and principles of behavior therapy in acute psychiatric settings. Involves a mental health promotion activity in the community. Students will have an opportunity to incorporate principles of milieu therapy (human ecology) into their practice.

NUR 414. Nursing Seminar IV (1-0-1 hours)
Focuses on the faciliation and integration of ethical considerations into the student's developing philosophy of nursing. Emphasizes the definition of ethical

issues, individual and societal values affecting ethical considerations, and the process for ethical decision-making.

NUR 421. Health Promotion/Maintenance of Adults. (2-0-2 hours)
This course with an adult health emphasis is offered concurrently with health restoration and rehabilitation for adult clients. The learner is expected to use basic knowledge of adaptive responses, sociocultural and environmental factors, and developmental levels in assessing and intervening with adult clients.

NUR 422. Health Restoration/Rehabilitation of Adults. (5-0-5 hours)
Focuses on the restoration of health of clients in various adult developmental stages who have existing health care problems. Emphasizes the use of the nursing process in the care of clients with complex health problems.

NUR 423. Adult Nursing Practice. (0-12-6 hours)
Provides an opportunity to apply knowledge related to health care needs of adult clients across the lifespan. Emphasis is placed on the systematic use of nursing theory, nursing process, and nursing standards, as the basis for nursing interventions and evaluation of the quality of nursing care. Clinical problems are identified as areas for nursing research. A selected nursing intervention is tested as the independent variable in a clinical study. Clinical experiences are planned in a variety of client care settings with the learner actively participating in the selection of experiences.

NUR 424. Nursing Seminar V. (1-0-1 hours)
Emphasizes current societal trends and issues directly affecting nursing practice, education, and research. Assists in analyzing issues, synthesizing numerous perspectives on societal trends, and integrating ideas into expanding philosophy of nursing.

NUR 431. Nursing Practice IV. (0-16-8 hours)
Provides opportunities necessary to synthesize and integrate learning experiences and test in practice settings with needs ranging from simple to complex.

NUR 432. Nursing IV Leadership and Management. (6-0-6 hours)
Focuses on the leadership and management responsibilities of the beginning professional nurse within structured and non-structured health care settings. Builds on prior knowledge gained in courses on the humanities, biopsychosocial sciences and nursing science.

NUR 433. Nursing Seminar VI. (1-0-1 hours)
Analyzes theories of role transition. Promotes synthesis of previous learning into a solidified philosophy of nursing. Fosters leadership behaviors in the small group experience.

NSG 322. Nursing Process. (4-3-5 hours)
Introduction to nursing as a professional practice discipline concerned with the health of man in his society. Emphasis is focused on use of the nursing process in assessment and intervention procedures for health promotion and health maintenance of clients. Selected theories of nursing, adaptation and development are stressed for nursing application.

NSG 324. Nursing in Human Loss and Grieving. (3-0-3 hours
(Elective) or 5-0-5 hours)
Prerequisite: Junior standing
Study of the conceptual models of loss, grief, death, and dying and their application in the nurse/client and group interactions. Emphasis is placed on the theories of caring, development, adaptation, and ethics in nursing interventions with these clients.

NSG 325. Current Issues in Women's Health Care (2-0-2 hours)
Prerequisite: Completion of Fall, Winter Quarter - Junior Year
Provides knowledge of women's health care from both the consumer and provider perspective. Emphasizes the integration of knowledge from nursing literature, other health related fields, and lay publications. The student will become aware of unique needs of women in health care and the ways nursing can provide care through direct service and the utilization of research findings.

NSG 326. Nursing and Human Sexuality. (2-0-2 hours)
Prerequisites: All 200 Level Required Courses
Helps the student examine personal beliefs, attitudes and values regarding sexuality and recognizes the effects these have on nursing practice. Emphasizes the need for a basic knowledge base in sexuality and communication skills in order to assess clients' needs, provide effective education and make referrals when appropriate.

NSG 330. Community Health Nursing I. (3-6-5 hours)
Prerequisites: NSG 349, NSG 322, NSG 333
Provides a basis for nursing practice in the community. Emphasizes the nursing process applied in the community, health promotion, illness prevention and epidemiology. Stresses coordination and continuity of care and referrals made to appropriate resources. Experiences are gained in ambulatory care clinics, homes, and other community settings. Focuses on nursing interventions that are appropriate and culturally acceptable to clients.

NSG 333. Mental Health-Psychiatric Nursing I. (4-3-5 hours)
Concentrates on the study of client behaviors resulting from developmental and situational stress. Focuses on the maintenance of mental health by assisting the client in learning more effective adaptive behaviors. Provides exposure to a variety of communication theories and techniques.

NSG 334. Mental Health-Psychiatric Nursing II. (3-6-5 hours)
Second of two courses which concentrate on the study of client behaviors resulting from developmental and situational stress. Focuses on psycho-

pathological conditions and the restoration of appropriate adaptive functioning. Students will use the nursing process to plan, implement and evaluate nursing interventions specific to clients experiencing emotional stress.

NSG 345. Adult Nursing I. (4-3-5 hours)
Prerequisite: NSG 322

Studies the concept of health and adaptation in adult clients. Utilizes the nursing process in the care of selected adult clients in the acute care setting.

NSG 346. Adult Nursing II. (4-3-5 hours)
Prerequisites: Human Anatomy and Physiology
NSG 333, NSG 349, NSG 345

Demonstrates the use of the nursing process in the care of adult clients with a variety of health problems in acute care settings. Studies concepts of adaptation and health that occur throughout differing adult developmental stages.

NSG 348. Introduction to Clinical Nursing Research (3-0-3 hours)

Analysis of selected clinical nursing research studies including criteria of significance and methodology; evaluation of research findings for applicability in nursing theory and practice. Report of a selected research problem in nursing practice.

NSG 349. Introduction to Family Nursing. (4-3-5 hours)

Introduces Family Centered Nursing with emphasis on meeting the health needs of the well family in the childbearing and childrearing years. Provides opportunity to relate previous academic experiences to the study and use of theories and principles related to Family Health Care.

NSG 351. Family Nursing I. (3-6-5 hours)

Focuses on the concepts of the levels of wellness and deviations from wellness of child-bearing as involving the entire family unit. Emphasizes the psychosocial, physical, sociological and cultural developmental principles which aid the professional nurse in formulating, analyzing and evaluating a family care program.

NSG 352. Family Nursing II. (3-6-5 hours)

Focuses on the concepts of levels of wellness and deviations from wellness during the child-rearing years. Stresses the role of the nurse in caring for child-rearing families. Emphasizes the nursing process to meet individual and family needs.

NSG 354. Nursing in the Childbearing Family (Elective). (2-9-5 hours)

Focuses on the maternity cycle and the family. Provides opportunity to gain clinical experience within the chosen component of the child-bearing cycle.

NSG 355. Nursing in the Childrearing Family (Elective). (2-9-5 hours)

Focuses on the child-rearing period of the family. Provides opportunity to gain clinical experience within the chosen component of the child-rearing cycle.

NSG 399. Independent Study. (Variable Credit)

NSG 400. Health Assessment. (4-3-5 hours)
Prerequisites: Level I courses

Consists of four hours of class and three hours of clinical practice time. Content in the class sessions will include discussions of the health history and physical examination of children and adults. Uses a systematic, cephalacaudal approach in discussing the content of the physical examination.

NSG 401. Critical Care Nursing (Elective) (3-6-5 hours)
Prerequisite: NSG 346 and permission of instructor

Focuses on critical care nursing in acute medical and surgical crises. Emphasizes common acute stressors, adaptive mechanisms of patients, and the role of the nurse in working with critically ill patients and their families.

NSG 407. Operating Room/Post Anesthesia Recovery Room Nursing (Elective) (2-9-5 hours)
Prerequisites: Senior standing and permission of instructor

Studies care of clients and family/significant others during the peri-operative period. Clinical experiences provided in the operative suite and post-anesthesia recovery room focus on health team interaction with the surgical client at various developmental stages.

NSG 421. Occupational Health Nursing. (Elective) (4-3-5 hours)
Prerequisite: Senior standing

Applies the nursing process for the purpose of conserving, promoting and restoring the health of individuals and groups through their place of employment. Includes the social and health characteristics of the working population, legal aspects, and functions and organization of occupational health programs at the plant, state and federal levels. Environmental factors and federal standards are included.

NSG 422. Principles of Epidemiology and Biostatistics. (5-0-5 hours)
Prerequisite: Consent of Instructor

Following an epidemiologic model, students will synthesize data and apply it to a specific disease outbreak. Disciplines of microbiology, statistics, and public health are utilized.

NSG 430. Community Health Nursing II. (3-6-5 hours)
Prerequisites: All Junior Level Required Courses

Second in the community health nursing sequence. Designed to build on knowledge and skills acquired in previous courses, particularly Community Health Nursing I. Work with families that have multiple health concerns as well as groups of clients. Emphasizes the roles of the community health nurse within organizational systems of health care delivery. Epidemiologic principles introduced previously are applied to chronic health problems and health promotion. Focuses on activities involving community assessment, community organization and health planning.

NSG 434. Mental Health-Psychiatric Nursing II. (3-6-5 hours)

Second of two courses which concentrates on the study of client behaviors resulting from developmental and situational stress. Focuses on psychopathological conditions and the restoration of appropriate adaptive functioning. Uses the nursing process to plan, implement and evaluate nursing interventions specific to clients experiencing emotional stress.

NSG 440. Adult Nursing III. (2-9-5 hours)

Prerequisite: NSG 346

Continued study of the concepts of health and adaptation that occur throughout differing adult developmental stages. Utilizes the nursing process in the care of groups of adult clients with multiple health problems.

NSG 454. Ethical Considerations in Health Care (Open). (Elective) (3-0-3 hours)

Prerequisites: Senior standing

Introduces bioethics and critical thinking applied to health care. Emphasizes consideration of collegial relationships and the practice of ethical decision-making in case studies in biomedical situations.

NSG 489. Principles of Leadership and Management in Health Care. (5-0-5 hours)

Introductory course to leadership and management principles and concepts applied to nursing. Focuses on the leadership role of the professional nurse in directing the management of patient care.

NSG 494. Practicum in Professional Nursing. (4-18-10 hours)

Intensive practice in the analysis, synthesis and application to practice of the knowledge, skills and attitudes of professional nurses. Students practice the leadership role of professional nurses in assessment, planning, implementing and evaluating nursing care with clients. Open only to students in the final quarter of the senior year.

APPENDIXES

Appendix A

UNIVERSITY SYSTEM OF GEORGIA

Members of the Board of Regents

		Current Term Expires
JOHN HENRY ANDERSON, JR., Hawkinsville	State-at-Large	1990
MARIE W. DODD, Atlanta	State-at-Large	1988
CAROLYN D. YANCEY, Atlanta	State-at-Large	1992
JOSEPH D. GREENE, Thomson	State-at-Large	1991
JOHN E. SKANDALAKIS, Atlanta	State-at-Large	1988
ARTHUR M. GIGNILLIAT, JR., Savannah	First District	1990
WILLIAM T. DIVINE, JR., Albany	Second District	1989
JOHN H. ROBINSON, III, Americus	Third District	1986
JACKIE M. WARD, Atlanta	Fourth District	1991
ELRIDGE W. McMILLAN, Atlanta	Fifth District	1989
EDGAR L. RHODES, Bremen	Sixth District	1992
LLYOD L. SUMMER, JR., Rome	Seventh District	1987
THOMAS H. FRIER, SR., Douglas	Eighth District	1992
SIDNEY O. SMITH, JR., Gainesville	Ninth District	1987
JULIUS F. BISHOP, Athens	Tenth District	1986

Officers and Staff Members of the Board of Regents

SIDNEY O. SMITH, JR., Chairman*
ARTHUR M. GIGNILLIAT, JR., Vice Chairman*
H. DEAN PROPST, Chancellor*
HENRY G. NEAL, Executive Secretary*
JACOB H. WAMSLEY, Vice Chancellor-Fiscal Affairs and Treasurer*
FREDERICK O. BRANCH, Vice Chancellor-Facilities
W. RAY CLEERE, Vice Chancellor-Academic Affairs
HOWARD JORDAN, JR., Vice Chancellor-Services
THOMAS F. McDONALD, Vice Chancellor-Student Services
HARRY B. O'REAR, Vice Chancellor-Health Affairs
HASKIN R. POUNDS, Vice Chancellor-Research and Planning
JAMES L. CARMON, Assistant Vice Chancellor-Computing Systems
WANDA K. CHEEK, Assistant Vice Chancellor-Planning
T. DON DAVIS, Assistant Vice Chancellor-Fiscal Affairs/Personnel
GORDON M. FUNK, Assistant Vice Chancellor-Fiscal Affairs-Accounting Systems and Procedures
MARY ANN HICKMAN, Assistant Vice Chancellor-Academic Affairs
H. GUY JENKINS, JR., Assistant Vice Chancellor-Facilities
THOMAS E. MANN, Assistant Vice Chancellor-Facilities
ROGER MOSSHART, Assistant Vice Chancellor-Fiscal Affairs-Budgets
W. CURTIS SPIKES, Assistant Vice Chancellor-Research

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*Officers of the Board

Appendix B

Administration

President
Jesse L. Steinfeld

Vice-President for Academic Affairs
Thomas Zwemer

Vice-President for Clinical Activities
Francis J. Tedesco

Vice-President for Development
John T. Anderson

Vice-President for Research
Lowell M. Greenbaum

Vice-President for Business and Finance
H. Alan Campbell

Vice-President for Student Affairs
James B. Puryear

Dean, School of Allied Health Sciences
Raymond C. Bard

Dean, School of Dentistry
Judson C. Hickey

Dean, School of Graduate Studies
Lowell M. Greenbaum

Dean, School of Medicine
Norman H. Bass

Dean, School of Nursing
E. Mary Conway

Acting Administrator for Hospital and Clinics
Malcolm I. Page

Director, Division of Business Services
Lewis K. Parrish Jr.

Director, Division of Continuing Education
Glen E. Garrison

Director, Division of Educational Research and Development
Maurice Levy

Director, Division of Health Communication
Paul J. Brucker

Director, Division of Internal Auditing
Donald C. Smith

Acting Director, Division of Information Systems Management
John M. Chambers

Director, Division of Laboratory Animal Resources
J. Malcolm Kling

Director of Libraries
Thomas G. Basler

Director, Division of Management Services
Thomas R. Pearre Jr.

Director, Materials Management Division
Willard W. Prior

Acting Director, Personnel Division
Thomas Pearre Jr.

Director, Division of Public Safety
Bruce Morgan

Director, Physical Plant Division
W. Clay Adamson Jr.

Director, Division of Research Administration
William F. Davis Jr.

Appendix C

Faculty Listings

Note: An asterisk (*) denotes a Graduate Faculty Appointment.

Aarons, Z. Alexander, Clinical Professor, Psychiatry and Health Behavior. University of California, B.A., The Chicago Medical School, M.D.

Abbott, Bernard J., Associate Professor, Health Education. Florida State University, B.S., M.S.; Michigan State University, Ph.D.

***Abdel-Latif, Ata A.,** Professor, Cell and Molecular Biology. DePaul University, B.S., M.S.; Illinois Institute of Technology, Ph.D.

Abdulla, Abdulla M., Professor, Medicine. University of Karachi, B.Sc.; Dow Medical College, M.B.B.S.

Abdulla, Sue Ann, Clinical Instructor, Occupational Theraphy. Medical College of Georgia, B.S.

Abele, Donald C., Professor, Dermatology and Medicine. Central Methodist College, B.A.; Washington University Medical School, M.D.

***Abney, Thomas O.,** Associate Professor, Endocrinology. University of Georgia, B.S., M.S., Ph.D.

***Abraham, Edathara C.,** Associate Professor, Cell and Molecular Biology. Kerela University, B.S.; University of Louisville, Ph.D.

Adams, Charles P., Associate Clinical Professor, Surgery. Emory University, A.B., M.S., M.D.

Adams, Homer G., Assistant Professor, Surgery (Otolaryngology). Auburn University, B.A., M.S.

Adams, Robert J., Assistant Professor, Anesthesiology. College of Charleston, B.S.; University of Arkansas for Medical Sciences, Ph.D.

Adams, Robert J., Assistant Professor, Neurology. St. Louis University, B.S.; University of Colorado, M.S.; University of Arkansas for Medical Sciences, M.D.

Aeger, Susan, Instructor, Adult Nursing. Medical College of Georgia, B.S.N., M.S.N.

Agostas, William N., Clinical Professor, Medicine. Medical College of Georgia, M.D.

Akhtar, Rashid A. Associate Professor, Cell and Molecular Biology. University of Punjab, B.S., M.S.; University of London, Ph.D.

Allen, Candace, Clinical Instructor, Medical Record Administration. Medical College of Georgia, B.S.

***Allen, Lane,** Professor Emeritus, Anatomy. University of Georgia, B.S., M.S.; Georgetown University, Ph.D.; Medical College of Georgia, M.D.

Allen, Marshall B. Jr., Professor and Chief, Surgery (Neurosurgery). University of Mississippi, B.A.; Harvard University, M.D.

***Allen, Virginia,** Associate Professor, Occupational Therapy. Indiana University, B.S.; Medical College of Georgia, M.H.E.; University of Georgia, Ed.D.

Allen, Walter R. Sr., Associate Professor, Cell and Molecular Biology. University of Georgia, Ed.D.

Allison, Jerry D., Assistant Professor, Radiology and Radiologic Technologies. North Carolina State University, B.S.; Old Dominion University, M.S.; University of Florida, Ph.D.

Allison, J. Richard, Clinical Professor, Dermatology. University of North Carolina, A.B.; Medical College of South Carolina, M.D.

Allsbrook, William C. Jr., Assistant Professor, Pathology. Duke University, A.B.; University of North Carolina, M.D.

Alperin, Henry, Associate Clinical Professor, Radiology. University of Richmond, B.S.; Medical College of Virginia, M.D.

Altekruse, Ernest B., Associate Professor, Family Practice. U.S. Coast Guard Academy, B.S.; U.S. Naval Postgraduate School, B.S., M.S.; Stanford University, M.D.; University of California, M.P.H.

Althisar, Henry M., Associate Professor, Medicine. Medical College of Georgia, M.D.

Altman, Roy E. Jr., Assistant Professor, Pathology. Berry College, B.S.; University of Georgia, M.S.; University of Maryland, Ph.D.

Alvarez-Mena, Sergio C., Clinical Professor, Medicine. LaSalle College, B.S.; Mantanzas Institute, B.S.; Havanna School of Medicine, M.D.

Amarasinghe, A.A.W., Assistant Clinical Professor, Psychiatry. University of Ceylon, M.B.B.S.

Amos, William L. Jr., Assistant Clinical Professor, Obstetrics and Gynecology. Georgia Tech, B.S.; Medical College of Georgia, M.D.

***Anderson, Ann S.,** Chairperson and Professor, Medical Technology. University of Georgia, B.S.; Medical College of Georgia, M.S.

Anderson, Gail A., Assistant Professor, Library Science. University of Michigan, A.B., A.M.L.S.

Anderson, Stanley J., Clinical Instructor, Restorative Dentistry. Medical College of Georgia, D.M.D.

Angell, John H., Assistant Clinical Professor, Obstetrics and Gynecology. Johns Hopkins University, M.D.

Ansari, Amir H., Clinical Professor, Obstetrics and Gynecology. Teheran, M.D.

Anthony, Hubert F. Jr., Associate Professor, Radiology. University of Georgia, B.S.; Medical School of Georgia, M.D.

Arazie, Joan C., Clinical Instructor, Radiologic Technologies. Medical College of Georgia, B.S.

Arena, John G., Assistant Professor, Psychiatry and Health Behavior. Adelphi University, B.A.; State University of New York, Ph.D.

Arensman, Frederick W., Assistant Professor, Pediatrics. University of Evansville, B.A.; Indiana University School of Medicine, M.D.

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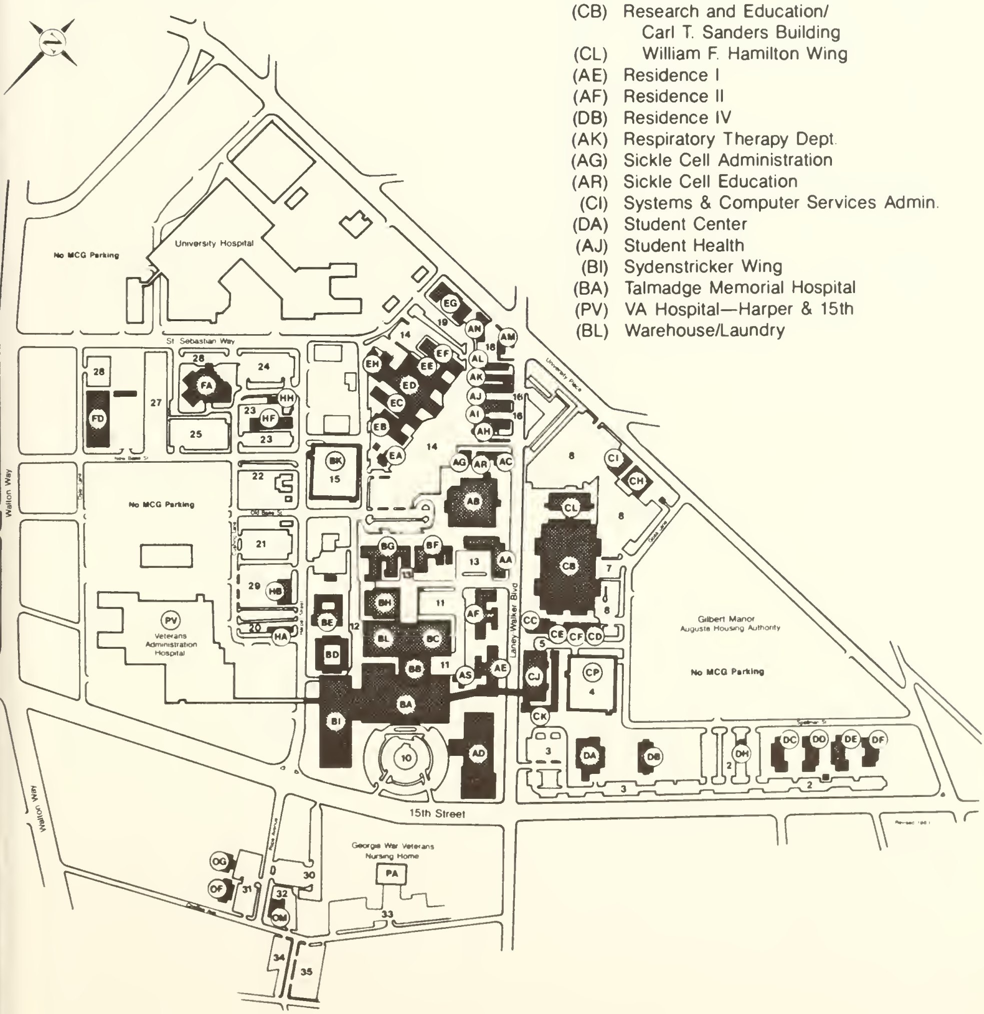
(AA)	Administration/G. Lombard Kelly Building
(EA)	Alumni Activities House
(BC)	Auditoria Center
(AS)	Banking Building
(BH)	Central Energy Plant
(CE)	Children and Youth Clinic
(AD)	Dentistry, School of
(OF)	Dermatology Clinic
(OM)	Dermatology Department
(BG)	Dugas Building
(EG)	Family Practice Building
(CD)	Family Planning Social Services
(PA)	Georgia War Veterans Nursing Home
(FA)	Georgia Radiation Therapy Center
(CP)	Goss Lane Parking Deck
(EH)	Grounds Maintenance Hut
(CL)	Hamilton Wing
(BK)	Harper Street Parking Deck
(HH)	1423 Harper Street Offices
(BA)	Hospital/Talmadge Memorial Hospital
(BI)	Hospital/Sydenstricker Wing
(AL)	1403 Laney-Walker Blvd. Offices
(AI)	1411 Laney-Walker Blvd. Offices
(AH)	1431 Laney-Walker Blvd. Offices
(AB)	Library
(HF)	Marks Building
(DA-DF)	MCG Village
(DC)	Apartments A
(DD)	Apartments B
(DE)	Apartments C
(DF)	Apartments D
(DH)	Security Station
(DB)	Residence IV
(HB)	Medical Arts Building—1467 Harper
(HB)	Medical Research Foundation Building
(EA-EF)	Milton Antony Complex
(EC)	Barrett Wing
(ED)	Central Wing
(EB)	Jennings Wing
(EE)	Lamar Wing
(EF)	MTOT
(AM)	Motor Pool
(BF)	Murphy Building
(BE)	Nursing, School of
(CJ)	Outpatient Clinic
(CK)	Outpatient Clinic Offices
(OG)	Outpatient Psychiatric Clinic
(BD)	Pavilion
(CF)	Pediatric Dental Clinic
(HA)	Perkins Building
(CC)	Personnel Building
(CH)	Physical Therapy Building
(FD)	Physical Plant Shop
(AC)	Protein Chemistry Laboratory
(AN)	Public Safety
(BB)	Research Wing
(CB)	Research and Education/ Carl T. Sanders Building
(CL)	William F. Hamilton Wing
(AE)	Residence I
(AF)	Residence II
(DB)	Residence IV
(AK)	Respiratory Therapy Dept.
(AG)	Sickle Cell Administration
(AR)	Sickle Cell Education
(CI)	Systems & Computer Services Admin.
(DA)	Student Center
(AJ)	Student Health
(BI)	Sydenstricker Wing
(BA)	Talmadge Memorial Hospital
(PV)	VA Hospital—Harper & 15th
(BL)	Warehouse/Laundry



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No MCG Parking
St. Sebastian Way
Walton Way
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